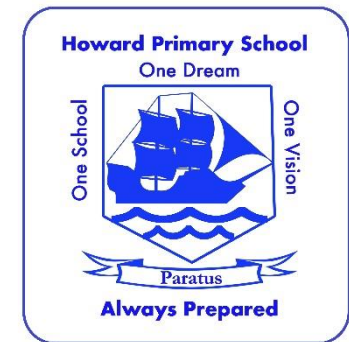


Geography Skills Map



Year Group	Key Skills			
	Geographical Enquiry	Directional skills	Using Maps	Drawing maps
1	<ul style="list-style-type: none"> ask and <u>respond</u> to simple closed questions, <u>use</u> information books/pictures as sources of information, <u>investigate</u> their surroundings, <u>make</u> observations about where things are (e.g. within school or local area), 	<ul style="list-style-type: none"> <u>Follow</u> directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> <u>use</u> a simple picture map to move around the school, <u>recognise</u> that a map is about a place, <u>use</u> relative vocabulary (e.g. bigger/ smaller, like/ dislike) (<i>scale / distance</i>) <u>learn</u> names of some places within/around the UK (e.g. Home town, cities, countries e.g. Wales, France), (<i>map knowledge</i>) <u>use</u> picture maps and globes, 	<ul style="list-style-type: none"> <u>draw</u> picture maps of imaginary places and from stories, <u>use</u> own symbols on imaginary map (<i>representation</i>) <u>draw</u> around objects to make a plan (<i>perspective</i>)
2	<p>(Children encouraged to ...)</p> <ul style="list-style-type: none"> ask simple geographical questions (Where is it? What's 	<ul style="list-style-type: none"> <u>Follow</u> directions (as year 1 and including 4-compass points, NSEW) 	<ul style="list-style-type: none"> <u>follow</u> a route on a map, <u>use</u> a plan view, <u>use</u> an infant atlas to locate places, 	<ul style="list-style-type: none"> <u>draw</u> a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph),

	<p>it like?),</p> <ul style="list-style-type: none"> • <u>use</u> non-fiction books, stories, maps, pictures/ photos and internet as sources of information, • <u>Investigate</u> their surroundings, • <u>make</u> appropriate observations about why things happen, • <u>make</u> simple comparisons between features of different places, 		<ul style="list-style-type: none"> • <u>begin</u> to spatially match places (e.g. recognise UK on a small scale and larger scale map), (<i>scale / distance</i>) • <u>locate</u> and <u>name</u> on UK map major features (e.g. London, River Thames, home location, seas), (<i>map knowledge</i>) • <u>find</u> land/sea on globe, • <u>use</u> teacher drawn base maps, • <u>use</u> large scale OS maps, • <u>use</u> an infant atlas, 	<ul style="list-style-type: none"> • <u>begin</u> to understand the need for a key, • <u>use</u> class agreed symbols to make a simple key, (<i>representation</i>) • <u>look down</u> on objects to make a plan view map, (<i>perspective</i>)
3	<ul style="list-style-type: none"> • <u>begin</u> to ask/ initiate geographical questions, • <u>use</u> NF books, stories, atlases, pictures/photos and internet as sources of information, • investigate places and themes at more than one scale, • <u>begin</u> to collect and record evidence, • <u>analyse</u> evidence and <u>begin</u> to draw conclusions (e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations), 	<ul style="list-style-type: none"> • <u>use</u> 4 compass points to follow/give directions, • <u>use</u> letter/no. co-ordinates to locate features on a map, 	<ul style="list-style-type: none"> • <u>locate</u> places on larger scale maps (e.g. map of Europe), • <u>follow</u> a route on a map with some accuracy (e.g. whilst orienteering), • <u>begin</u> to match boundaries (e.g. find same boundary of a country on different scale maps), (<i>scale / distance</i>) • <u>begin</u> to identify points on maps A,B and C, (<i>map knowledge</i>) • <u>use</u> large scale OS maps, • <u>begin</u> to use map sites on internet, • <u>begin</u> to use junior atlases, • <u>begin</u> to identify features on aerial/oblique photographs, 	<ul style="list-style-type: none"> • <u>try</u> to make a map of a short route experienced, with features in correct order, • <u>try</u> to make a simple scale drawing, • <u>know</u> why a key is needed, • <u>use</u> standard symbols, (<i>representations</i>) • <u>begin</u> to draw a sketch map from a high view point, (<i>perspective</i>)

<p>4</p>	<ul style="list-style-type: none"> ask and <u>respond</u> to questions and offer their own ideas, <u>extend</u> to satellite images, aerial photographs, <u>investigate</u> places and themes at more than one scale, <u>Collect</u> and <u>record</u> evidence with some aid, <u>analyse</u> evidence and <u>draw</u> conclusions e.g. make comparisons between locations photos/pictures/ maps, 	<ul style="list-style-type: none"> <u>use</u> 4 compass points well, <u>begin</u> to use 8 compass points, <u>use</u> letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> <u>locate</u> places on large scale maps (e.g. Find UK or India on globe), <u>follow</u> a route on a large scale map, <u>match</u> boundaries (e.g. find same boundary of a county on different scale maps), (<i>scale / distance</i>) <u>begin</u> to identify significant places and environments, (<i>map knowledge</i>) <u>use</u> large and medium scale OS maps, <u>use</u> junior atlases, <u>use</u> map sites on internet, <u>identify</u> features on aerial/oblique photographs, 	<ul style="list-style-type: none"> <u>make</u> a map of a short route experienced, with features in correct order, <u>make</u> a simple scale drawing. <u>know</u> why a key is needed, <u>begin</u> to recognise symbols on an OS map, (<i>representations</i>) <u>draw</u> a sketch map from a high view point, (<i>perspective</i>)
<p>5</p>	<ul style="list-style-type: none"> <u>begin</u> to suggest questions for investigating, <u>begin</u> to <u>use</u> primary and secondary sources of evidence in their investigations, <u>investigate</u> places with more emphasis on the larger scale; contrasting and distant places, <u>Collect</u> and <u>record</u> evidence unaided, <u>analyse</u> evidence and <u>draw</u> conclusions (e.g. compare historical maps of varying scales e.g. temperature of various 	<ul style="list-style-type: none"> <u>use</u> 8 compass points, <u>begin</u> to use 4 figure co-ordinates to locate features on a map, 	<ul style="list-style-type: none"> <u>compare</u> maps with aerial photographs, <u>select</u> a map for a specific purpose (e.g. Pick atlas to find Taiwan, OS map to find local village.) <u>begin</u> to use atlases to find out about other features of places (e.g. find wettest part of the world), <u>measure</u> straight line distance on a plan, <u>find/recognise</u> places on maps of different scales (e.g. river Nile), (<i>scale / distance</i>) 	<ul style="list-style-type: none"> <u>begin</u> to draw a variety of thematic maps based on their own data, <u>draw</u> a sketch map using symbols and a key, <u>use/recognise</u> OS map symbols. (<i>representations</i>) <u>draw</u> a plan view map with some accuracy. (<i>perspective</i>)

	<p>locations - influence on people/everyday life),</p>		<ul style="list-style-type: none"> • <u>identify</u> significant places and environments, (<i>map knowledge</i>) • <u>use</u> index and contents page within atlases, • <u>use</u> medium scale land ranger OS maps, 	
<p>6</p>	<ul style="list-style-type: none"> • <u>suggest</u> questions for investigating, • <u>use</u> primary and secondary sources of evidence in their investigations, • <u>investigate</u> places with more emphasis on the larger scale; contrasting and distant places, • <u>collect</u> and <u>record</u> evidence unaided, • <u>analyse</u> evidence and <u>draw</u> conclusions (e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it), 	<ul style="list-style-type: none"> • <u>use</u> 8 compass points <u>confidently</u> and <u>accurately</u>, • <u>use</u> 4 figure co-ordinates <u>confidently</u> to locate features on a map, • <u>begin</u> to use 6 figure grid references; • <u>use</u> latitude and longitude on atlas maps, 	<ul style="list-style-type: none"> • <u>follow</u> a short route on an OS map, incl. <u>describe</u> features shown on OS map, • <u>locate</u> places on a world map, • <u>use</u> atlases to find out about other features of places - continued (e.g. mountain regions, weather patterns), • <u>Use</u> a scale to measure distances, • <u>draw/use</u> maps and plans at a range of scales, (<i>scale / distance</i>) • confidently <u>identify</u> significant places and environments, (<i>map knowledge</i>) • <u>use</u> OS maps, • confidently <u>use</u> an atlas, • <u>recognise</u> world map as a flattened globe, 	<ul style="list-style-type: none"> • <u>draw</u> a variety of thematic maps based on their own data, • <u>begin</u> to draw plans of increasing complexity, • <u>use/recognise</u> OS map symbols, • <u>use</u> atlas symbols, (<i>representations</i>) • <u>draw</u> a plan view map accurately. (<i>perspective</i>)