



Axminster Progression for Geography



Concept / Strand	Sub-strand	EYFS		KS1		Lower KS2		Upper KS2	
		2 year olds	3-4 year olds	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Localational and Place Knowledge			<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Name and locate different parts of the local community. Understand some environments that are different from the one in which they live. (both at their local and national region).</p>	<p>Name and locate some places in their locality, the UK and wider world.</p>	<p>Name and locate significant places in their locality, the UK and wider world.</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world.</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</p>	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p>
	Human and Physical Geography		<p>Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments. Explore the natural world around them.</p> <p>Understand some environments that are different from the one in which they live. (Both at their local and national region). Recognise some similarities and differences between life in this country and life in other countries. (in terms of how they travel to school, what they eat, where they live, and so on). (Teach children about places in the world that contrast with locations they know well). Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</p> <p>Use relevant, specific vocabulary to describe contrasting locations. Model the vocabulary needed to name specific features of the world, both natural and made by people. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. (Share non-fiction texts that offer an insight into contrasting environments).</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>After close observation, draw pictures of the natural world, including animals and plants Model the vocabulary needed to name specific features of the world, both natural and made by people.</p>	<p>Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like.</p>	<p>Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.</p>	<p>Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.</p>	<p>Use geographical language to identify and explain some aspects of human and physical features and patterns Describe how features and places change and the links between people and environments.</p>	<p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p>	<p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.</p>
Geographical Skills	Enquiry and Investigation		<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.</p>	<p>Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>Ask and answer simple geographical questions when investigating different places and environment s. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p>	<p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.</p>	<p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.</p>
	Fieldwork		<p>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</p>	<p>Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>	<p>Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p>	<p>Observe, record, and name geographical features in their local environments.</p>	<p>Observe, record, and explain physical and human features of the environment.</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>	
	Interpret a Range of Sources of Geographical Information		<p>Use a range of sources such as simple maps, photographs, magnifiers and visiting local places.</p>	<p>Use a range of sources such as simple maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.</p>	<p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p>	<p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p>	<p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four figure grid references.</p>	<p>Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p>	<p>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p>
	Communicate Geographical Information		<p>Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.</p>	<p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where.</p>	<p>Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.</p>	<p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.</p>	<p>Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>	<p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.</p>
Mapping	Direction / Location		<p>Discuss routes and locations, using words like 'in front of' and 'behind', (Maths). Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. Read stories about journeys, such as 'Rosie's Walk', (Maths).</p>	<p>Follow simple directions.</p>	<p>Follow directions (up, down, left/right, forwards/backwards).</p>	<p>Follow directions (as Year 1 and also 4 compass points).</p>	<p>Use 4 compass points to follow/give directions. Use letter/no. co-ordinates to locate features on a map.</p>	<p>Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid references. Use latitude and longitude on atlas maps.</p>
	Representation		<p>Draw and create their own maps using real objects and/or pictures and symbols. Draw information from a simple map. (Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate).</p> <p>Look at signs and symbols on different types of maps for example in school, and the local community. Familiarise children with the name of the road, and or village/town/city the school is located in. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	<p>Draw picture maps of imaginary places and from stories.</p>	<p>Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph).</p>	<p>Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing.</p>	<p>Make a map of a short route experienced, with features in correct order. Make a simple scale drawing.</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p>

	Using Maps		Describe a familiar route, (Maths). (Take children out to the shops or the park: recall the route and the order of things seen on the way), (Maths).	Use a simple map with symbols to spot features in the school grounds or in the local community.	Use a simple picture map to move around the school. Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering).	Locate places on large scale maps. (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose (e.g. pick an atlas to find Taiwan. OS map to find a local village). Begin to use atlases to find out about other features of places (e.g. find the wettest part of the world).	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places (e.g. mountain regions, weather patterns).
	Style of Maps			Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.	Picture maps and globes.	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas.	Use large scale OS maps. Begin to use map sites on the internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on the internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale landranger OS maps. Explore how different maps emphasise different aspects (e.g. Mercator, Peterson, etc)	Use OS maps. Confidently use an atlas. Recognise a world map as a flattened globe.