

# Springfield Progression of Vocabulary and Skills in Geography



| Geography                   | Year 1  | Year 2   | Year 3  | Year 4  | Year 5   | Year 6   |
|-----------------------------|---|--|---|---|--|--|
| <b>Geographical enquiry</b> | <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p> | <p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p> | <p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> | <p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</p> | <p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> | <p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> |
| <b>Direction/Location</b>   | <p>Follow directions (Up, down, left/right, forwards/backwards)</p>   | <p>Follow directions (as yr 1 and inc NSEW)</p>  | <p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>  | <p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>   | <p>Use 8 compass points;</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p>  | <p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>  |
| <b>Drawing maps</b>         | <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;</p> <p>Try to make a simple scale drawing.</p>   | <p>Make a map of a short route experienced, with features in correct order;</p> <p>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.</p> <p>Begin to draw plans of increasing complexity.</p>   |
| <b>Representation</b>       | <p>Use own symbols on imaginary map.</p>  | <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p>   | <p>Know why a key is needed.</p> <p>Use standard symbols.</p>   | <p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map</p>   | <p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols</p>  | <p>Use/recognise OS map symbols;</p> <p>Use atlas symbols.</p>   |

# Springfield Progression of Vocabulary and Skills in Geography



| Geography   | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
|---|---|---|---|--|---|---|
| Using maps  | Use a simple picture map to move around the school;<br><br>Recognise that it is about a place   | Follow a route on a map.<br><br>Use a plan view.<br><br>Use an infant atlas to locate places.                   | Locate places on larger scale maps e.g. map of Europe.<br><br>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)<br><br>Follow a route on a large scale map   | Compare maps with aerial photographs.<br><br>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)<br><br>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)     | Follow a short route on an OS map. Describe features shown on OS map.<br><br>Locate places on a world map.<br><br>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) |
| Scale/Distance  | Use relative vocabulary (e.g. bigger/smaller, like/dislike)   | Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)                       | Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)   | Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)   | Measure straight line distance on a plan.<br><br>Find/recognise places on maps of different scales. (E.g. river Nile.)  | Use a scale to measure distances.<br><br>Draw/use maps and plans at a range of scales.  |
| Perspective   | Draw around objects to make a plan.   | Look down on objects to make a plan view map.   | Begin to draw a sketch map from a high view point.  | Draw a sketch map from a high view point.  | Draw a plan view map with some accuracy.  | Draw a plan view map accurately.  |
| Map knowledge   | Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.  | Locate and name on UK map major features e.g. London, River Thames, home location, seas.                        | Begin to identify points on maps A,B and C  | Begin to identify significant places and environments  | Identify significant places and environments  | Confidently identify significant places and environments  |
| Style of map  | Picture maps and globes   | Find land/sea on globe.<br><br>Use teacher drawn base maps.<br><br>Use large scale OS maps. Use an infant atlas | Use large scale OS maps.<br><br>Begin to use map sites on internet.<br><br>Begin to use junior atlases.<br><br>Begin to identify features on aerial/oblique photographs.  | Use large and medium scale OS maps.<br><br>Use junior atlases.<br><br>Use map sites on internet.<br><br>Identify features on aerial/oblique photographs. | Use index and contents page within atlases.<br><br>Use medium scale land ranger OS maps.  | Use OS maps.<br><br>Confidently use an atlas.<br><br>Recognise world map as a flattened globe.  |
| Vocabulary<br>Key physical features<br><br>Key human features | beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather<br><br>city, town, village, factory, farm, house, office, port, harbour, shop |   | water cycle, flood, volcanoes, climate zones, reservoir, dam, prevention, meander, oxbow, gorge, floodplain<br><br>settlement, trade, land use, natural resources, minerals, distribution, region, farming, pyramid, industrial |  | earthquakes, tectonic plates, crust, mantle, tsunami, biome, after shock, fault line, Artic, Antarctic, topography, glacier, hurricane, cyclone, tornado, desert, temperate, subtropical<br><br>exploration, boundary, empire, migration, colonisation, death rate, |   |