Progression in Geography Disciplinary Knowledge. Covered Autumn, Spring,Summer

	Year 3	Year 4	Year 5	Year6
Mapping: Using and Interpreting	-Use atlases, maps and globes on different scales. -Use large scale maps outside -Make and use simple route maps -Locate photos of features on maps -Give maps a title to show their purpose -Recognise that contours show height and slope.	-Use atlases, maps and globes -Use maps at more than one scale -Locate photos of features on maps -Use oblique and aerial views -Recognise patterns on maps and begin to explain what they show. -Use thematic maps -Explain what places are like using maps at a local scale.	Begin to relate maps to each other and to vertical aerial photographs. -Follow routes on maps saying what is seen. -Use index and contents page of an atlas. -Use thematic maps for purposes (Biomes and population) -Begin to know that purpose, scale, symbols and style are related. -Appreciate different map projections.	Confidently relate maps to each other and to vertical aerial photographs. -Follow routes on maps saying what is seen. -Develop knowledge that purpose, scale, symbols and style are related. -Start to interpret distribution maps and use thematic maps for information. -Start to follow a route on 1.50 000 Ordnance Survey map; describe and interpret relief features.
Mapping: Position and Orientation	-Use simple grids -Give directional instructions to 4 cardinal points -Begin to use 4 figure coordinates to locate features.	-Give direction and instructions up to 8 cardinal points -Confidently use 4 figure coordinates to locate features. -Know that 6 figure Grid references can help you find a place more	-Develop use of 6 figure coordinates to locate features. -Apply knowledge of directions and instructions to 8 cardinal points. -Begin to align a map with a route.	Confidently use 4 and 6 figure coordinates to locate features. -Confidently apply knowledge of directions and instructions to 8 cardinal points. -Confidently align a map with a route.

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		accurately than 4-figure coordinates.	-Begin to use latitude and longitude in an atlas or on a globe.	-Confidently use latitude and longitude in an atlas or globe.
Mapping: Drawing	-Start to make a map of a short route with features in correct order. -Start to make a map of a small area with features in correct order.	-Confidently make a map of a short route with features in correct order. -Confidently make a map of a small area with features in correct places.	-Make a sketch map of an area using symbols and key. -Make a plan for example garden, play park with scale	-Make sketch maps of an area using symbols and key. -Design maps from descriptions. -Draw thematic maps for example, local, open spaces. -Draw scale plans.
Mapping: Symbols	-Start to use plan views -Give maps a key with standard symbols.	-Confidently use plan views. -Use some ordnance survey style symbols.	-Use agreed ordnance Survey symbols. -Appreciate maps cannot show everything.	-Use standard symbols -1:50 000 symbols and atlas symbols.
Mapping: Perspective and Scale	-Start to use maps and aerial views to talk about, for example, views from high places. -Make simple scale plan of room with whole numbers (e.g.1 sq cm = 1 floor tile) -Start to relate measurement on map	-Confidently use maps and aerial views to help discuss places being studied. -Make scale plan of a room moving onto 1cm2 = 1m2 -Relate measurement on maps to outdoors -Begin to use scale bar to calculate distances.	-Use a wider range of viewpoints up to satellite. -Begin to use models and maps to talk about contours and slope. -Use a scale bar on all maps.	-Confidently use a range of viewpoints up to satellite. -Use models and maps to talk about contours and slope. -Confidently use a scale bar on all maps.

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	to outdoors using paces or tape.			
Mapping: Digital map-making	Use zoom function to locate places. -Start to add a range of annotation labels and text to help me explain features of places. -Use grid references in the search function	-Use the zoom function to explore places at different scales. -Confidently add a range of annotation labels and text to help explain features. -Highlight an area on a map and measure the area using the measurement tool. -Use the grid reference tool to record a location. -Highlight areas within a given radius. -Add photographs to specific locations.	-Find 6 figure grid reference and check using the grid reference tool. -Use maps at different scales to illustrate a story or an issue. -Use maps to research factual information about locations and features.	-Find 6 figure grid reference and check using grid reference tool. -Combine area and point markers to illustrate a theme. -Use maps to research factual information about locations and features. -Use linear and area measuring tools accurately.
Fieldwork	Use fieldwork to observe, measure, record and present the human and physical features in the local are using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features in the local are using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features in the local are using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features in the local are using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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Enquiry	**-ASK QUESTIONS**: Begin to use geographical questions. **-SOURCES**: Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information. **-USING EVIDENCE:** Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	-Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs -Investigate places and themes at more than one scale - Collect and record evidence with some aid - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided -Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	-Suggest questions for investigating -Use primary and secondary sources of evidence in their investigations. -Investigate places with more emphasis on the larger scale; contrasting and distant places -- -- -Collect and record evidence unaided -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