St Barnabas CE Primary School and Kirmington St Helena's CE Primary School

GEOGRAPHY — SKILLS PROGRESSION MATRIX

EYFS foundation → KS1 (Stages 1–2) → Lower KS2 (Stages 3–4) → Upper KS2 (Stages 5–6)

Read across each row to see how geographical disciplinary skills become more sophisticated. Stages describe increasing independence and challenge within a phase; they are not fixed to particular cycles.

Skills draw on the Geography Cycle A/B plans; no National Curriculum links are included in this matrix.

1 Geographical skills — read horizontally to see progression

Geographical skill strand	EYFS foundation	KS1 skills Stage 1	KS1 skills Stage 2	Lower KS2 skills Stage 3	Lower KS2 skills Stage 4	Upper KS2 skills Stage 5	Upper KS2 skills Stage 6
Using maps, atlases, globes and digital maps	Explores picture maps and recognises familiar locations.	Finds the UK and its countries on a map or globe with support.	Independently locates continents, oceans, Tanzania, Greenland and food origins using maps and globes.	Locates world rivers, Brazil, South America and the Amazon using atlases and digital maps.	Locates Italy, Tuscany, Lincolnshire, mountain ranges and peaks using paper and digital maps.	Locates settlements, tectonic zones and North American countries; compares different map types.	Combines maps, atlases and digital layers to locate climate zones, coordinates, trade routes and regions.
Compass directions and spatial language	Uses on top, next to, behind, under, around and near.	Uses near/far, left/right and basic north, south, east and west with support.	Uses four compass directions to describe features and routes in local and studied places.	Uses eight compass points to describe directions and river locations.	Uses eight compass points accurately to explain locations of physical features and settlements.	Uses eight compass points to describe UK regions and North American locations.	Combines eight compass points and precise spatial vocabulary in annotated maps and fieldwork.
Map symbols, keys and sketch maps	Makes messy maps and a map of school; knows maps need identifiable features.	Makes simple maps of places studied using chosen symbols and a basic key.	Creates clear local and Tanzanian sketch maps with relevant symbols and a labelled key.	Creates annotated sketch maps of rivers and surrounding land use using OS symbols.	Interprets symbols and a key on UK OS maps and makes annotated land-use maps.	Interprets and draws maps of settlement and landscapes using consistent conventions.	Produces annotated fieldwork maps and product routes with accurate symbols, keys and labels.
Grid references and mapping height	Recognises simple plan views and position on picture maps.	Reads map keys and identifies locations on simple plan views.	Uses maps, aerial views and directional language to locate specific features.	Uses four-figure grid references and basic OS map keys to identify river features.	Uses four-figure grid references and recognises contour lines as showing shape and height.	Revisits four- and six-figure grid references and OS keys when comparing regions.	Uses six-figure grid references, OS symbols and contour evidence to locate and describe Lincoln features.
Photographs, aerial images and geographical sources	Looks closely at images of places and points out familiar features.	Recognises human/physical features and landmarks from photographs and plan views.	Compares photographs of Barnetby, Tanzania and Greenland; uses packaging to trace food origins.	Interprets maps and photographs of rivers, Amazon environments and local land use.	Compares aerial photographs and maps of Tuscany and Lincolnshire and identifies mountain features.	Uses historical/current photographs to recognise settlement change; analyses diagrams of natural hazards.	Cross-checks climate/biome maps, rainfall graphs, time-zone maps and trade-route information.
Observation and local fieldwork	Explores school grounds and notices/names features; conducts simple traffic observations.	Observes and records human and physical features around school and its grounds.	Observes local weather, villages and farmland; uses drawings, photographs or simple maps as records.	Observes riverside human and physical features and land use; tallies examples.	Conducts Barnetby land-use survey, counts categories and compares them with Tuscany.	Observes land uses in local settlements and interprets photographs and evidence of change.	Conducts a Lincoln/Barnetby shop, service and transport survey with annotated records.
Weather and environmental data	Talks about daily weather and familiar outdoor changes.	Records simple daily weather and temperature/rainfall with adult support.	Identifies patterns across observations and uses weather symbols to present a UK forecast.	Observes water processes and presents simple weather/environment observations in context.	Compares seasonal climate descriptions of Tuscany/Lincolnshire and altitude-temperature patterns.	Interprets climate information to compare Mexico and Lincolnshire.	Interprets rainfall/temperature graphs and climate and vegetation maps to identify relationships.
Comparing places and finding patterns	Says one way two familiar places are alike or different.	Compares London with another UK capital or two local environments.	Compares Barnetby/Mikindani and hot/cold settlements using weather, housing and physical features.	Compares the River Trent and Nile and describes land uses and features of the Amazon.	Systematically compares Italy/Tuscany with Lincolnshire and different mountain environments.	Compares Mexico's Yucatán region with Lincolnshire and identifies patterns around tectonic margins.	Synthesises patterns across biome, climate and trading-country maps and explains interconnections.
Geographical enquiry and explaining findings	Asks simple questions about the school, journeys and local environment.	Asks where places are and what features they have; makes simple observations.	Asks where food comes from, records local evidence and explains simple differences.	Investigates how people use rivers and rainforests, using mapped/observed evidence.	Asks how land is used in Tuscany/Lincolnshire and how mountains are located; compares survey evidence.	Investigates settlement change and a natural hazard, using maps, diagrams and research sources.	Explains relationships between trade, climate, resources and sustainability using selected evidence.
Recording, presenting and communicating	Draws routes, school maps and familiar features; talks about findings.	Records observations in simple drawings and labelled maps.	Uses symbols, maps and weather records; describes findings with simple geographical vocabulary.	Presents river fieldwork through annotated maps, photographs and a simple bar chart.	Shows land-use tallies as simple graphs and annotated sketch maps; explains regional differences.	Reports a hazard case study with location, causes, effects and response; communicates comparisons.	Presents Lincoln land-use tallies through annotated sketch maps, photographs and graphs; explains patterns.

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