Geography – Threshold Progression:

- **Enquiry & Fieldwork** – asking questions about the world and gather first-hand information through observation, measurement and investigation.
- **Sources & Evidence** – using a range of sources such as maps, photographs, data and texts to find, interpret and draw conclusions about places.
- **Mapping** – using and creating maps to locate places, understand spatial relationships and represent geographical information.
- **Communication** – presenting geographical understanding clearly by describing, explaining and justifying ideas using appropriate vocabulary and evidence.

	Enquiry and Fieldwork	Sources & Evidence	Mapping	Communication
Rec	• Explore and talk about features of the immediate environment. • Make observations about the natural world, weather and seasonal change.	• Use photographs, picture books and first-hand experiences to talk about places. • Recognise that images and objects can represent real places and environments.	• Use simple maps and plans in play and learning. • Talk about position, direction and routes using everyday language.	• Describe features of places and environments through talk, drawing and play. • Share observations and experiences using simple geographical vocabulary.
Year 1	• Ask simple geographical questions about places, weather and the local area. • Observe and describe features of the school and its surroundings.	• Use photographs, maps and globes to identify simple features. • Recognise that maps and images represent real places.	• Locate familiar places such as the UK on simple maps. • Use basic directional language and simple symbols.	• Describe places using simple geographical vocabulary. • Talk about similarities and differences between places.
Year 2	• Ask and answer simple questions about places and environments. • Use first-hand observation in the local area to identify features.	• Use maps, globes and aerial photos to identify places. • Follow simple routes using maps and images.	• Locate the UK, its countries and some world places. • Create simple maps using a key and basic compass directions.	• Compare places using simple statements. • Express views about how people affect environments.
Year 3	• Ask deeper questions and begin to identify patterns. Observe and record features of places and environments.	• Use atlases, digital maps and graphs to find information. • Begin to interpret simple data such as climate information.	• Locate countries and key lines such as the Equator. • Use compass points and begin to use coordinates.	• Present ideas using notes, diagrams or simple digital tools. • Explain similarities and differences between places.
Year 4	• Ask 'how' and 'why' questions about places. • Record and explain human and physical features.	• Use a wider range of sources including maps and satellite images. • Use different sources to build understanding of places and issues.	• Locate countries, cities and physical features on maps. • Begin to use grid references and map symbols.	• Communicate findings using maps and graphs. • Express views and understand different perspectives.

	Enquiry and Fieldwork	Sources & Evidence	Mapping	Communication
Year 5	• Ask purposeful questions and begin planning simple enquiries. • Measure and record data using a range of methods.	• Select appropriate sources such as atlases, maps and graphs. Use evidence to explore geographical and environmental issues.	• Use maps more confidently to locate places. Draw and interpret simple thematic and sketch maps.	• Present explanations using evidence and subject vocabulary. • Explain and justify viewpoints on geographical issues.
Year 6	• Ask causal questions and consider how places change. • Plan and carry out fieldwork, presenting findings clearly.	• Interpret a wide range of maps, graphs and data. • Use evidence to draw reasoned conclusions.	• Use atlases, maps and digital tools confidently. • Apply mapping skills accurately across different tasks.	• Communicate understanding through extended explanation. • Evaluate issues and justify viewpoints using evidence.