

Geography - Contextual World Knowledge Progression Guidance

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Discuss observations of familiar and imaginary places.</p> <p>Record observations of familiar and imaginary places.</p> <p>Recognise that environments are different</p> <p>Develop key vocabulary to allow chn to talk about their observations.</p> <p>Discuss similarities and differences between places in their immediate environment.</p> <p>Discuss observations of different environments that have a significant connection to the children's experiences.</p> <p>Talk about similarities and differences between their immediate and contrasting environments.</p> <p>Through discussions, recognise simple features on a map.</p>	<p>Develop simple locational knowledge about individual places & environments, within their local area and in the UK.</p> <p>Use simple world maps, atlases and globes to locate key places taught throughout the year.</p> <p>Recognise simple features on a map, including simple symbols.</p> <p>Recognise that maps have a range of purposes.</p> <p>Follow locational and directional language (up/down, left/right, towards/backwards)</p>	<p>Develop simple locational knowledge about individual places & environments within their local area, UK and wider world.</p> <p>Use world maps, atlases and globes to locate a range of places.</p> <p>Identify and locate key features on a simple map, using a simple key.</p> <p>Begin to read different maps of the same location which have different purposes.</p> <p>Use locational and directional language.</p>	<p>Use maps, atlases and globes to locate countries</p> <p>Use symbols and a key to read a map</p> <p>Use simple letter and number grids</p> <p>Give directions up to 4 compass points</p> <p>Use large scale maps outside</p> <p>Begin to develop a framework of world locational knowledge including knowledge of places in the local area, UK & wider world.</p>	<p>Use maps, atlases globes, digital & computer mapping to locate countries and describe features studied.</p> <p>Give direction instructions up to 8 compass points</p> <p>Use four – figure grid referencing</p> <p>Further develop use of symbols and a key, including the use of OS maps.</p> <p>Begin to read maps at a different scales.</p> <p>Begin to develop a framework of world locational knowledge including knowledge of places in the local area, UK & wider world and some globally significant physical and human features</p>	<p>Use maps, atlases, globes, digital or computer mapping to locate and describe features studied, including thematic maps.</p> <p>Use 8 points of a compass to give and follow directional instructions</p> <p>Use four figure referencing, moving onto six-figure grid referencing</p> <p>Use maps at different scales and recognise that contours show height</p> <p>Have a more detailed framework of knowledge of the world, including globally significant physical and human features and places.</p>	<p>Use maps, atlases, globes, digital or computer mapping to locate and describe features studied, including thematic maps for specific purposes e.g. using a physical and political map to identify features.</p> <p>Use 8 points of a compass confidently and accurately</p> <p>Use 4 and 6 grid references, symbols & a key including the use of OS maps to build their knowledge.</p> <p>Use four and six-figure grid referencing with accuracy</p> <p>Describe height and slope from a map and read & compare map scales</p> <p>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</p>

Geographical Understanding & Enquiry Progression Guidance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore their local environment.</p> <p>Make observations of their immediate environment.</p> <p>Make observations of the changes within their immediate environment. Ask questions about their local environment</p> <p>Support children to find out about the environment through discussion and the use of photographs, simple maps and outside visits.</p> <p>Use appropriate vocabulary e.g. town, house, hill, to help children make distinctions in their observations.</p> <p>Record their observations</p> <p>Express opinions on both natural and built environments.</p> <p>Draw simple maps to represent both imaginary places and places within their environment</p>	<p>Ask and respond to simple questions.</p> <p>Use information/picture books to gather information. Investigate their surroundings</p> <p>Make and record observations about where things are e.g. within school and/or their local area.</p> <p>Recognise simple symbols on a map.</p> <p>Draw simple maps to represent imaginary and real places with simple symbols and a simple key.</p> <p>Follow a simple map to move around an environment, with support.</p> <p>Show understanding by describing the places and features they study using simple geographical vocabulary.</p> <p>Carry out simple fieldwork within school grounds</p>	<p>Ask simple geographical questions e.g. 'Where is it?' & 'what is it like there?'</p> <p>Use a range of sources to gather information, with support.</p> <p>Investigate their surroundings, asking questions.</p> <p>Make appropriate observations and comparisons regarding the world around them.</p> <p>Draw a simple map, using symbols with a key</p> <p>Independently follow a simple map to move around an environment.</p> <p>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</p> <p>Carry out fieldwork within school grounds, presenting information in simple graphs</p>	<p>Begin to demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns.</p> <p>Compare places and identify reasons for similarities and differences.</p> <p>Began to independently ask geographical questions.</p> <p>Use a range of sources to gather information.</p> <p>Investigate places outside of their local environment.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and make comparisons.</p> <p>Present information gathered in fieldwork using a simple method.</p> <p>Use digital maps to identify familiar places</p> <p>Carry out fieldwork in the local area using appropriate technique and present findings appropriately.</p>	<p>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.</p> <p>Compare places and identify reasons for similarities and differences giving explanations.</p> <p>Ask and respond to questions, offering their own ideas</p> <p>Extend range of sources e.g. to include satellite and aerial images.</p> <p>Investigate places and themes of contrasting areas.</p> <p>Analyse evidence and draw conclusions.</p> <p>Present information gathered in fieldwork using simple graphs</p> <p>Use the simple zoom function on a digital map to locate places. Make a map of a short route with features in the correct order and places.</p> <p>Carry out fieldwork in the local area, selecting appropriate techniques and present findings appropriately.</p>	<p>Understand what a number of places are like and how & why they are similar and different.</p> <p>Know about some patterns in physical and human geography, the conditions that influence those patters.</p> <p>Begin to show some understanding of the links between places, people and environments.</p> <p>Begin to suggest questions for use in their own investigations.</p> <p>Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale.</p> <p>Collect and record evidence. Analyse evidence and draw conclusions, taking into account impacts on people/everyday life.</p> <p>Make a sketch map with symbols</p> <p>Use digital maps to identify human & physical features.</p> <p>Present information using simple graphs.</p> <p>Carry out fieldwork in an urban area and/or a rural area selecting appropriate techniques.</p>	<p>Understand in some detail what a number of places are like, how and why they are similar and different and how & why they are changing.</p> <p>Know about some spacial patterns in physical and human geography, the conditions that influence those patters and the processes that lead to change.</p> <p>Show understanding of the links between places, people and environments.</p> <p>Suggest questions for investigating</p> <p>Use primary and secondary sources of information in their investigations. Investigate places with more emphasis on contrasting and comparing different places on different scales.</p> <p>Collect and record evidence unaided. Analyse evidence and draw conclusions, looking at patterns and expanding possible reasons behind them.</p> <p>Make sketch maps using symbols, a key and scale.</p> <p>Use digital maps to investigate features of an area.</p> <p>Present information gathered using a range of graphs. Plan and carry out a fieldwork investigation in an urban and/or rural area selecting appropriate techniques.</p>

