

# PROGRESSION OF DISCIPLINARY KNOWLEDGE – Geography

## Geographical Enquiry

Developing an understanding of how geographers investigate the world around us

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Respond to simple closed questions – teacher led</p> <p>Explore the natural world around them</p> <p>Use a simple map – teacher led</p> <p>Describe their immediate environment</p>	<p>Ask and respond to simple closed questions – teacher led</p> <p>Use pictures and a simple map to gain information – teacher directed</p> <p>Record findings as part of a group</p>	<p>Independently ask simple geographical questions. Eg. Where is..?</p> <p>With support, respond to simple geographical questions.</p> <p>Use non-fiction books, pictures and maps to gain information</p> <p>Begin to record findings independently, using teacher-led methodology</p>	<p>Begin to ask geographical questions, appropriate to topic</p> <p>Begin to respond to geographical questions.</p> <p>Use non-fiction books, pictures and atlases to gain information</p> <p>Collect and record findings independently, using teacher-led methodology</p>	<p>Ask and, with some support, respond to own geographical questions appropriate to topic</p> <p>Select appropriate non-fiction books, pictures, photographs, atlases to gain information from</p> <p>Collect findings independently and record using teacher-led methodology</p>	<p>Suggest and respond to geographical questions, appropriate to topic</p> <p>Select appropriate non-fiction books, pictures, photographs, atlases, internet sources to gain information from</p> <p>Begin to collect and record evidence independently, using a chosen methodology.</p>	<p>Suggest and respond to geographical questions appropriate to topic for investigation.</p> <p>Use a range of resources to gain information relating to topic and investigation.</p> <p>Collect and record findings, using an appropriate methodology.</p>

## Organisation and Communication

Methods of presentation that we access or create in order to investigate or record geographical information

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about their ideas and observations with adult support.</p>	<p>With adult support, present findings using sentences or pictures</p>	<p>Present findings using sentences, maps or pictures</p>	<p>Begin to use different methods to present findings. Eg. Written, maps, diagrams</p>	<p>With adult support, present findings. Eg. Graphs, tables, maps, written, diagrams</p>	<p>Present findings using a range of different methods, suggested by an adult. Eg. Graphs, tables, maps, written, diagrams</p>	<p>Independently present findings using a range of different methods. Eg. Graphs, tables, written, maps, diagrams</p>
			<p>With adult support, analyse evidence</p>	<p>With adult support, analyse evidence and draw conclusions.</p>	<p>Analyse evidence and draw conclusions.</p>	<p>Analyse evidence and draw conclusions, thinking about reasons behind it.</p>
<p>Adult led talk about differences and similarities they have experienced or seen in photos/pictures</p>	<p>Use photographs or pictures to observe how places are similar or different.</p>	<p>Draw pictures to show how places are similar or different</p>	<p>With adult support, describe the similarities and differences between locations.</p>	<p>Describe similarities and differences between locations, using different sources. Eg. Comparing old/new photographs, comparing features of locations</p>	<p>With adult support, use resources to support conclusions</p> <p>Make comparisons over a period of time. Eg. Comparing using old/ new maps or old/new photographs.</p>	<p>Use a range of resources to support conclusions</p> <p>Make comparisons over a period of time, considering reasons for the differences.</p>

## Mapping

### Investigating features of maps and understanding how to present our world as a map

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe position, directions using prepositional phrases	<p>Follow directions (up/down, left/right, near/far, forwards/backwards) (Y1 Maths link)</p> <p>Use age appropriate directional language to find and familiarise themselves with simple features on a map.</p> <p>Use own symbols to draw an imaginary map</p>	<p>Follow directions (as year 1), plus, use compass points: NSEW</p> <p>Use above vocabulary to describe locations and routes on a map</p> <p>Create a simple map of a room, using blocks/ simple drawings</p> <p>Use own symbols to draw an imaginary map/ map of a familiar place</p>	<p>Use 4 compass points to follow/ give directions.</p> <p>With support, make a map of an area studied.</p> <p>Begin to understand the need for a key.</p>	<p>With support, use the 8 points of a compass to follow and describe directions</p> <p>Begin to use and recognise OS map symbols</p> <p>With support. draw a map of an area studied, including OS map symbols and key</p> <p>Understand the need for a scale on a map</p>	<p>Use the 8 points of a compass to follow and describe directions</p> <p>Use and recognise OS map symbols</p> <p>Draw a map of an area studied, including OS map symbols and key</p> <p>Begin to draw a range of thematic maps with a key</p> <p>With support, read and interpret a scale on a map</p>	<p>Confidently use the 8 points of a compass to follow and describe directions</p> <p>Confidently use and recognise OS map symbols.</p> <p>Draw a map of an area studied using OS symbols, contour lines and a key</p> <p>Draw a range of thematic maps with a key</p> <p>Read and interpret a scale on a map</p>

**NB**

Many of these skills can also come through orienteering lessons in PE curriculum

## Using maps

### Examining a range of maps to investigate the world around us

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<p>With support, draw information from a simple map (e.g following Supertato's journey around the supermarket).</p> <p>With support use a first atlas and basic globe</p> <p>Move an object/toy around a table top/floor map</p>	<p>With support, use simple maps, infant atlas and globe to identify places/ landmarks studied</p> <p>With support, use online images to show locations of areas studied.</p> <p>Use relative vocabulary (e.g. bigger/smaller, longer/shorter)</p> <p>With support, use simple maps to move around school</p>	<p>With support, use simple maps and independently use an infant atlas and globe to identify places/ landmarks</p> <p>Use online images to show locations of areas studied.</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map</p> <p>Follow a route on a simple map. (walking to library) .</p>	<p>Use simple maps, junior atlas and globe to identify places/ landmarks</p> <p>With support identify features and landmarks studied using Google Earth.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering</p>	<p>Use letter/ number co-ordinates to locate key features and places on a map (<b>Y4 Maths link</b>)</p> <p>Begin to identify features using aerial pictures, including Google Earth/ maps.</p> <p>Independently, use maps and atlases to identify and locate places/ landmarks</p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p>Follow a route on a large scale map</p>	<p>Begin to use the four figure grid references to locate features on a map.</p> <p>Independently identify features using aerial pictures, including Google Earth/ maps, select a map for a specific purpose.</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p>Follow a short route on an OS map.</p>	<p>Use the four and six figure grid references to locate features on a map.</p> <p>Independently use Google Earth/ maps to locate places.</p> <p>Independently identify locations from local to global scale, selecting the most appropriate map for the purpose</p> <p>Compare places on aerial photographs and Google Earth</p> <p>Use a scale to measure distances</p> <p>Follow a route on a variety of maps</p>