

## St Columb Minor Academy Geography Disciplinary knowledge progression EYFS/KS1/KS2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Concept 1 Geographical Enquiry</b>						
<p>Describe their immediate environment using knowledge from observation, discussion, stories, NF texts and maps.</p> <p>Draw on their own experiences and knowledge of places in the world.</p> <p>Understand some similarities and differences of their own environment and contrasting environments.</p>	<p>Ask and respond to simple questions.</p> <p>Use information books as sources of information</p> <p>Make observations of things in their school and local environment.</p> <p>Make simple comparisons between features of different places.</p>	<p>Children encouraged to ask simple geographical questions such as where is it? What is it like?</p> <p>Use NF books, stories, maps, pictures, photos and the internet as a source of information.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, maps, pictures, photos and the internet as a source of information. Extend to aerial photos.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between locations photos, maps, etc.</p>	<p>Ask and respond to questions and offer own ideas.</p> <p>Use NF books, stories, maps, pictures, photos, aerial photos and the internet as a source of information. Extend to satellite photos.</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence, make comparisons and draw conclusions.</p>	<p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on larger scale.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence, make comparisons on various scales, recognise patterns and draw conclusions.</p>	<p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and different places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence, make comparisons, recognise patterns and explain the reasons behind them and draw conclusions.</p>
<b>Concept 2: Direction and Location</b>						
<p>Following simple directions within the school environment.</p>	<p>Follow simple directions – up/down, left/right, forwards/ Backwards.</p>	<p>Follow simple directions as Y1 and learn the four compass points.</p> <p>To use directional location to describe features and routes on a map.</p>	<p>Use four compass points to follow and give directions. Use letter &amp; number coordinates to locate features on a map.</p> <p>I can use simple grids with 2-figure grid references.</p>	<p>Use the 4 compass points confidently to follow and give directions.</p> <p>Begin to use 8 compass points.</p> <p>Use 4-figure grid references to locate features on a map.</p>	<p>Use 8 compass points to follow and give directions.</p> <p>Use 4 figure grid references confidently.</p> <p>Begin to use 6 - figure grid references.</p>	<p>Use 8 compass points confidently to follow and give directions.</p> <p>Use 6-figure grid references.</p> <p>Use latitude and longitude on atlas maps.</p>

Concept 3: Using globes, maps and atlases						
<p>Explore a variety of maps including large world maps, globes and maps of the local area. Use maps to identify where specific animals may live.</p> <p>Use large scale maps outside.</p>	<p>Recognise that a map is about a place.</p> <p>Use simple picture maps to move around the school.</p> <p>Explore different maps in a range of stories.</p> <p>Identify and locate host country on a map.</p>	<p>Follow a route on a map.</p> <p>Recognise features on aerial images and maps.</p> <p>Use infant atlases and mini globes to locate places.</p> <p>Identify and locate places on a map.</p> <p>Begin to use map sites on the internet using the zoom function to explore specific places.</p>	<p>Understand and explain a map's purpose.</p> <p>Follow a route on a map with some accuracy whilst orienteering.</p> <p>Begin to identify points on maps – A B C.</p> <p>Locate places on larger scale maps.</p> <p>Locate features on a map.</p> <p>Begin to use Junior Atlases.</p> <p>Begin to use map sites on the internet using the zoom function to locate and explore specific places.</p>	<p>Follow a route on a large scale map.</p> <p>Recognise some patterns on maps.</p> <p>Locate places on large scale maps and globes.</p> <p>Begin to identify significant places and environments.</p> <p>Use junior atlases.</p> <p>Use GIS mapping to measure a specific location and search with grid references.</p>	<p>Select maps for a specific purpose.</p> <p>Identify areas of elevation on a map.</p> <p>Follow a route on a map confidently – orienteering.</p> <p>Compare maps with aerial photographs.</p> <p>Identify significant places and environments.</p> <p>Use index and contents page within atlases.</p> <p>Begin to use atlases to find out about other features of places.</p> <p>Use thematic maps for specific purposes.</p> <p>Annotate GIS maps with routes, images and labels.</p>	<p>Follow a route on an OS map and describe features shown on the map.</p> <p>Use a scale bar to measure a route on a map.</p> <p>Use atlases to find out about other features of places.</p> <p>Confidently use atlases.</p> <p>Recognise a map as a flat globe.</p> <p>Use maps at different scales.</p> <p>Use a variety of thematic maps for specific purposes.</p> <p>Measure a route or area on GIS maps.</p> <p>Annotate GIS maps with areas, routes, images and labels.</p> <p>Use linear and area measuring tools accurately on GIS mapping.</p>
Concept 4: Drawing maps						
<p>Mark making maps and creating large scale messy maps from own experiences.</p>	<p>Draw picture maps of imaginary places and from stories. Use a simple key.</p> <p>Give their maps a title.</p> <p>Make a plan of a small area from above.</p>	<p>Draw sketch maps with features and a key to show what the pictures represent. (use aerial photographs to help add detail to the sketch maps).</p>	<p>Try to make a map of short route experiences, with features in the correct order, using standard symbols.</p> <p>Make a simple scale drawing.</p>	<p>Make a map of a route experience with features in the correct order.</p> <p>Make a map of a small area with features in the correct places.</p> <p>Make a simple scale drawing.</p>	<p>I can create a plan for an area.</p> <p>Create a scaled map of an area 1cm:1m.</p> <p>Create a 3D relief map.</p> <p>Create a sketch map using</p>	<p>Create an accurate, scaled map with a scale bar on a bigger scale.</p> <p>Draw a variety of thematic maps based on own data, such as an open spaces map.</p>

	Add simple information to maps, such as labels and markers.	Add own and class agreed symbols to a map with a key.	Give maps a key with standard symbols.	Make a simple scale plan of a room.  Begin to use Ordnance Survey symbols.  Create a key.	contour lines or layer shading.  Begin to draw thematic maps based on their own data.  Begin to use Ordnance Survey symbols.  Create a key.	Begin to draw plans with increasing complexity.  I can design maps from descriptions.  Recognise and use OS symbols confidently.
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Concept 5: Geographical fieldwork

Use first hand experience, magnifiers and photos to explore their immediate environment (indoor and out).  Explore the natural world around them, making observations, drawings and pictures of animals and plants.	Observe and describe daily weather patterns.  Use simple fieldwork and observational skills when studying the geography of the school and its grounds.  Draw, speak or write about simple geographical concepts such as what they can see and where it is.	Identify seasonal and daily weather patterns.  Observe, record and name geographical features in the school environment.  Use fieldwork to identify different habitats for animals to create sketch maps.  Identify how places in our local environment make us feel. Express views about the environment and recognise how people sometimes affect the environment.	Observe, name and record geographical features in the local environment.  Identify and record the types of shops and businesses in the local environment to compare with an area of host country.  To explore the steps we could take to reduce our food miles.  To gather samples of rocks from local area to identify which rocks have been formed in Cornwall.	Observe, record and explain physical and human features in contrasting environments.  To explore a local river to use as a case study for how the features fit with the characteristics of a river system as it flows downstream from source to mouth.  To complete a sampling survey following a litter pick in the local area.	Observe, measure and record using a range of methods e.g. sketch maps, scaled maps, graphs and digital technology.  To choose from a range of methods when communicating geographical information e.g. digital maps, plans, graphs, presentations and extended writing pieces.  Measuring and mapping spaces and elevation areas in a specific space for scales maps with contour lines.  Identifying sources of renewable and non-renewable energy in the school grounds and local area.  Using grid references in the field.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations.  Communicating geographical information with a wide range of methods including writing at length.  To explore coastal erosion.  To compare local geography with a contrasting settlement that is further afield.
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Concept 6: Globalisation and Interdependence						
Exploring immediate environment. Simple links with other places (e.g. food & stories).	Exploring immediate & local environment. Similarities & differences between own place & other areas in the world.	Similarities & differences between own place and various places in the world. Links between local community & wider world.	Global connections between people and countries – key focus on food and fair trade.	Global connections between people and countries – key focus on communication links.	Global connections between people & countries – key focus on trade links.	How local actions affect the wider world.  How actions from other places in the world may affect is locally.
Concept 7: Social Justice, equality and diversity.						
<p>Importance of caring and sharing. Sense of fair play Willingness to take turns and share.</p> <p>To look at similarities and differences between ourselves and others.</p> <p>Awareness of self and own uniqueness.</p> <p><u>Value Diversity</u> Positive attitudes towards difference &amp; diversity.</p>	<p>What fairness means. What if fair and unfair. Fairness in dealing with others.</p> <p>Uniqueness &amp; value of every person. Sense of own uniqueness, self-worth and worth of others. Sense of self in wider world.</p> <p><u>Value Diversity</u> Willingness to listen to the ideas of others.</p>	<p>Some causes and effects of poverty. Willingness to stand up and speak for others.</p> <p>What contributes to self -identity &amp; belonging? Similarities &amp; differences between people in local setting and wider context. Awareness of and pride in own individuality. Sense of belonging &amp; valuing relationships with others and communities that they belong to. Develop a sense of self as part of the wider world.</p> <p>Valuing others as equal &amp; different. Willingness to learn from the experiences of others.</p>	<p>Examples of what it can mean to be rich or poor in different contexts. Offence at unfair treatment of others locally &amp; globally.</p> <p>Understand the diversity of cultures &amp; societies within &amp; beyond our own experiences. Show positivity about ways one is both similar to others and uniquely different.</p> <p><u>Valuing Diversity</u> Developing a sense of awe at the variety of people &amp; environments around the world.</p>	<p>Causes &amp; effects of poverty and inequality at local, national level &amp; global level. Growing interest in world events and global issues.</p> <p>Understanding contributions of different cultures to our lives. Value what contributes to own identity.</p> <p><u>Value Diversity</u> Recognising the benefits of listening to a range of different perspectives &amp; viewpoints.</p>	<p>How fairness may not always mean equal treatment. Develop a sense of justice.</p> <p>Understand the nature of prejudice and ways to combat these. Valuing own and others' individuality.</p> <p><u>Value Diversity</u> Respect for the rights of all to have a point of view.</p>	<p>Defining poverty. Inequality within and between societies. Concern at injustice of others.</p> <p>Benefits &amp; challenges of diversity. Openness to new ideas and perspective which challenge own.</p> <p><u>Value Diversity</u> Willingness to challenge prejudice &amp; discriminatory views</p>

Concept 7: 'Knowing how we know'			
<p>Ask &amp; Answer Qs: Ask questions about aspects of their familiar world.</p> <p>Analysing &amp; Communicating: Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.</p> <p>Evaluating &amp; Debating: Describe their immediate environment and express their views about it, with support.</p>	<p>Ask &amp; Answer Qs: Ask and respond to geographical questions.</p> <p>Analysing &amp; Communicating: Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.</p> <p>Evaluating &amp; Debating: Express their own views about the people, places and environments studied.</p>	<p>Ask &amp; Answer Qs: Ask and respond to geographical questions using supporting evidence.</p> <p>Analysing &amp; Communicating: Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.</p> <p>Evaluating &amp; Debating: Express their own views about the people, places and environments studied, giving reasons. Compare views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.</p>	<p>Ask &amp; Answer Qs: Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Analysing &amp; Communicating: Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. Choose appropriate methods to communicate the information and give reasons for this.</p> <p>Evaluating &amp; Debating: Express their own views about people places and environments studied, justifying their reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p>