

**Enquiry Led Learning
Curriculum Progression Map**

| History | | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| History | Chronologically | <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> - order simple experiences in relation to themselves and others including stories, events, experiences. <p>· Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; | <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past. ▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and | <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past. ▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). | <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. | <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. <p>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> | <p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). | <p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). <p>Analyse connections, trends and contrasts over time.</p> |

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| | | | phrases about the passing of time (before, after, a long time ago, past...). | | | | | |
| History | Events, people and changes | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class. | <ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. <p>Use simple stories and other sources to show that they know and understand key features of events.</p> | <ul style="list-style-type: none"> ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. <p>Use simple stories and other sources to show that they know and understand key features of events.</p> | <p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ▪ Understanding <i>some</i> of the ways in which people's lives have shaped this nation. | <p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ▪ Understanding <i>some</i> of the ways in which people's lives have shaped this nation. ▪ Describing how Britain has influenced and been influenced by the wider world. <p>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</p> | <p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Establishing a narrative showing connections and trends within and across periods of study. | <p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and |

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| | | | | | | | | <p>suggest relationships between causes.</p> <p>Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time</p> |
| History | Communication | <p>Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.</p> <ul style="list-style-type: none"> · Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. · Describe – features of objects, people, places at different times, make comparisons. Talk about similarities and differences · Recall – talk to others about what they know about a key person, character, event from the past · Vocabulary – use the language of time when | <ul style="list-style-type: none"> ▪ Understand and use simple historical concepts such as now/then and same/different. <p>Understand historical concepts and use them to make simple connections and draw contrasts</p> | <ul style="list-style-type: none"> ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). <p>Understand historical concepts and use them to make simple connections and draw contrasts</p> | <ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. | <ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. <p>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> | <ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p>Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</p> | |

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| | | <p>talking about past/present events in their own lives and in the lives of others including people they have learnt about through books</p> | | | | | | |
| <p><u>History</u></p> | <p>Enquiry, interpretation and using sources</p> | <p>· Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.</p> | <p>Use sources to answer simple questions about the past.</p> <ul style="list-style-type: none"> · Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ▪ Identify some of the <i>basic</i> ways the past can be represented. | <ul style="list-style-type: none"> · Use sources to answer simple questions about the past. · Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. <p>To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</p> | <ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). | <ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. <p>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</p> <ul style="list-style-type: none"> ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). | <ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others. | <ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. <p>Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</p> <ul style="list-style-type: none"> ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. |

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| | | | | | | Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. | | <ul style="list-style-type: none"> Begin to recognise why some events, people and changes might be judged as more historically significant than others. |
| | Lives of Significant people | talk about past/present events in their own lives and in the lives of others including people they have learnt about through books | <p>Ashes How did the first flight impact the world?</p> <p>First Aeroplane Flight – The Wright Brothers</p> | <p>Sycamores – Why is Ernest Shackleton an important historical figure?</p> <p>How did the first steam railway impact the UK? George Stephenson</p> <p>Local history – Richard Whitaker</p> <p>Alders Amy Johnson Who was the first female to fly to Australia?</p> <p>Who is Edith Carvell and how did she help in WW1?</p> | <p>Elms</p> <p>Romans - Can I describe the benefits of a settler's lifestyle as opposed to a nomad's lifestyle?</p> <p>What was everyday life like in the UK from the Stone Age to the Iron Age?</p> <p>What did the Romans do for us?</p> | <p>Maples</p> <p>What caused the rise and fall of ancient civilisations?</p> <p>What was life like for Ancient Egyptians?</p> <p>What was the impact of the Mills in Rawtenstall?</p> | <p>Elders</p> <p>How did the Anglo Saxons shape Britain?</p> <p>What legacy did the Ancient Greeks leave for us?</p> <p>Willows Who were the Vikings and how did they arrive in Britain? What did the Victorians do for Britain?</p> | <p>Oaks</p> <p>What was life like during WW2? How did the Battle of Britain shape the war?</p> <p>Local history - Investigate WW2 memorial and the people on it. Who were the Mayans and what have we learnt from them? South America What was life like during the slave trade?</p> |
| <u>Geography</u> | | <u>Reception</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> |

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| Geography | Location knowledge | Name and locate their home, town and school | <ul style="list-style-type: none"> ▪ Name and locate the world's seven continents and five oceans. ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | <ul style="list-style-type: none"> ▪ Name and locate the world's seven continents and five oceans. ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | <ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) <p>Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> | <ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. <p>Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Name and locate counties and cities of the United Kingdom.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Name and locate counties and cities of the United Kingdom.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> |
| Geography | Place knowledge | Small area of town | <ul style="list-style-type: none"> ▪ Small area of the United Kingdom. | Small area in a contrasting non-European country | <ul style="list-style-type: none"> ▪ A region of the United Kingdom. ▪ A region in a European country. | <ul style="list-style-type: none"> ▪ A region in a European country. <p>A region within North or South America.</p> | A region of the United Kingdom. A region in a European country. A region South America | A region of the United Kingdom. A region in a European country. A region within North America |
| Geography | Human and physical Geography | Understand some important processes and changes in the natural world around them, including the seasons | <ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ▪ Use basic geographical vocabulary to refer to: | <ul style="list-style-type: none"> ▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, | <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes,. human geography, including: types of settlement and land use, economic activity | <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. human geography, including: types of settlement and land use, economic activity | Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>human geography, including: types of settlement and land</p> | Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>human geography, including: types of settlement and land</p> |

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| | | | <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | house, office, port, harbour and shop | and the distribution of natural resources including energy, food, minerals and water. | including trade links, and the distribution of natural resources including energy, food, minerals and water. | use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |
| Geography | Mapping | Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non-fiction texts, stories, maps, visits, visitors, etc | <ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. | <ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know which direction is North on an OS map. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. | <ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Use 4 figure coordinates to locate features on maps. ▪ Use plan views. | <ul style="list-style-type: none"> ▪ Use a wider range of maps ▪ Recognise that larger scale maps cover less area. ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances <p>Relate measurement on large scale maps to measurements outside</p> | <ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Follow routes on maps describing what can be seen. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. | <ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Use six figure coordinates. |

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| | | | | <ul style="list-style-type: none"> Find a given OS symbol on a map with support Begin to realise why maps need a key. Look down on objects and make a plan e.g. of the classroom or playground. | <ul style="list-style-type: none"> Recognise some standard OS symbols. Link features on maps to photos and aerial views. Make a simple scaled drawing e.g. of the classroom. Use a scale bar to calculate some distances <p>Relate measurement on large scale maps to measurements outside</p> | | <ul style="list-style-type: none"> Use models and maps to discuss land shape i.e. contours and slopes. Use the scale bar on maps. | <ul style="list-style-type: none"> Use latitude/longitude in a globe or atlas. Create sketch maps using symbols and a key. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols. Use models and maps to discuss land shape i.e. contours and slopes. Read and compare map scales. <p>Draw measured plans.</p> |
| Geography | Fieldwork | Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences. | <ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use locational and directional language | <ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use locational and directional language to describe feature and routes e.g. | <ul style="list-style-type: none"> Use the four/eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. <p>Make links between features observed in the environment to those on maps and aerial photos</p> | <ul style="list-style-type: none"> Use the four/eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. <p>Make links between features observed in the environment to those on maps and aerial photos</p> | <ul style="list-style-type: none"> Use eight cardinal points to give directions and instructions. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs. | <ul style="list-style-type: none"> Use eight cardinal points to give directions and instructions. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs. |

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| | | | <p>to describe feature and routes e.g. left/right, forwards and backwards.</p> <ul style="list-style-type: none"> Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. | <p>left/right, forwards and backwards.</p> <ul style="list-style-type: none"> Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. | | | | |
| Geography | Enquiry and investigation | <p>Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.</p> | <ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives. | <ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives. | <ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. | <ul style="list-style-type: none"> Ask more searching questions including, how and why, as well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. | <ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? <p>Make predictions and test simple hypotheses about people and places</p> | <ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? <p>Make predictions and test simple hypotheses about people and places</p> |
| Geography | Communication | <p>Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments</p> | <ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS (above) as well as | <ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical | <ul style="list-style-type: none"> Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. Communicate geographical information through a | <ul style="list-style-type: none"> Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. Communicate geographical information through a | <ul style="list-style-type: none"> Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous | <ul style="list-style-type: none"> Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous |

**Enquiry Led Learning
Curriculum Progression Map**

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| | | | <p>to describe specific local geographical features (tube station, canal etc.)</p> <ul style="list-style-type: none"> ▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. | <p>features (tube station, canal etc.)</p> <ul style="list-style-type: none"> ▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. | <p>range of methods including sketch maps, plans, graphs and presentations.</p> <ul style="list-style-type: none"> ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. | <p>range of methods including sketch maps, plans, graphs and presentations.</p> <ul style="list-style-type: none"> ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. | <p>forest when learning about biomes.</p> <ul style="list-style-type: none"> ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm</p> | <p>forest when learning about biomes.</p> <ul style="list-style-type: none"> ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm</p> |
| Geography | Use of ICT/technology | <p>Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.</p> | <ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, | <ul style="list-style-type: none"> ▪ Do simple searches within specific geographic software. ▪ Use a postcode to find a place on a digital map. ▪ Add simple labels to a digital map. ▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. | <ul style="list-style-type: none"> ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images <p>Make use of geography in the news – online reports & websites.</p> | <ul style="list-style-type: none"> ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to | <ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. | <ul style="list-style-type: none"> ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information |

**Enquiry Led Learning
Curriculum Progression Map**

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| | | | <ul style="list-style-type: none"> Describe and label electronic images produced. | vegetation, buildings etc. <ul style="list-style-type: none"> Describe and label electronic images produced. | | collect and display geographical data. Make use of geography in the news – online reports & websites. | | electronically e.g. multimedia software, webpage, blog, poster or app. Investigate electronic links with schools/children in other places e.g. email/video communication. |
| <u>The Natural World</u> | | Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |