

Geography: Progression at Wren's Nest

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<ul style="list-style-type: none"> Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children 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. Children understand some important processes and changes in the natural world around them including the seasons. 	<ul style="list-style-type: none"> Teacher directed enquiries to ask and respond to simple closed questions Children use information books/pictures as sources of information Children make simple geographical observations, within school or the local area 	<ul style="list-style-type: none"> Children begin to generate their own geographical questioning: Where is it? What is it like? Children are provided with books, stories, maps, pictures, photos as sources of information Children investigate their surrounding and begin to ask questions Children start to make appropriate observations on why things happen Children start to make simple comparisons between features of different places 	<ul style="list-style-type: none"> Children begin to ask and initiate their own geographical questions Children use books, stories, maps, pictures and photos as sources of information with increasing independence Children begin to collect and record evidence Children start to analyse evidence drawing reasonable conclusions from it 	<ul style="list-style-type: none"> Children ask and respond to questions offering their own ideas Children extend their range of source material to include satellite and aerial imagery Children collect and record evidence with increasing independence Children analyse evidence and draw logical conclusions based on it with some support where required 	<ul style="list-style-type: none"> Children start to suggest their own questions as a line of geographical enquiry. Children begin to refer to and use primary and secondary sources of evidence in their investigations Children can collect and record their own information Children can analyse evidence and make conclusions - teacher guidance for line of enquiry 	<ul style="list-style-type: none"> Children can develop their own line of enquiry by asking questions to investigate Children can use primary and secondary sources of evidence and have an increasing awareness of the differences Collect and record evidence independently Children know how to use the evidence they have collected to make a general statement based on it
Direction/Location		<ul style="list-style-type: none"> Follow simple direction 	<ul style="list-style-type: none"> Follow simple directions and have an awareness of the four compass point names 	<ul style="list-style-type: none"> Children begin to use the four compass points to follow and give directions Children use simple grid map references to locate features on a map e.g.D3 	<ul style="list-style-type: none"> Children use the four compass points with increasing independence Children extend their knowledge of compass points to 8 Children confidently plot and use simple co-ordinates on a grid map 	<ul style="list-style-type: none"> Children use 8 points of the compass with a developing fluidity Children begin to develop their knowledge of grid references, using a four-figure reference to locate features on a map 	<ul style="list-style-type: none"> Children use 8 points of the compass with some confidence Children use four-figured grid references to locate features on a map Children extend their knowledge of grid references to extend to 6figure co-ordinates to aid accuracy
Drawing Maps		<ul style="list-style-type: none"> Children start to create maps of imaginary/real places drawing on their knowledge of stories taught in school and their walk to school 	<ul style="list-style-type: none"> Children draw a map of a real or imaginary place and use sources to add some detail to it 	<ul style="list-style-type: none"> Children create maps of a well know route to school with placing features with some accuracy 	<ul style="list-style-type: none"> Children map well known routes placing landmarks accurately 	<ul style="list-style-type: none"> Children begin to draw more complex maps with an increasing complexity adding detail. Thematic maps selected support the current study 	<ul style="list-style-type: none"> Children draw a range of thematic maps and compare them drawing conclusions

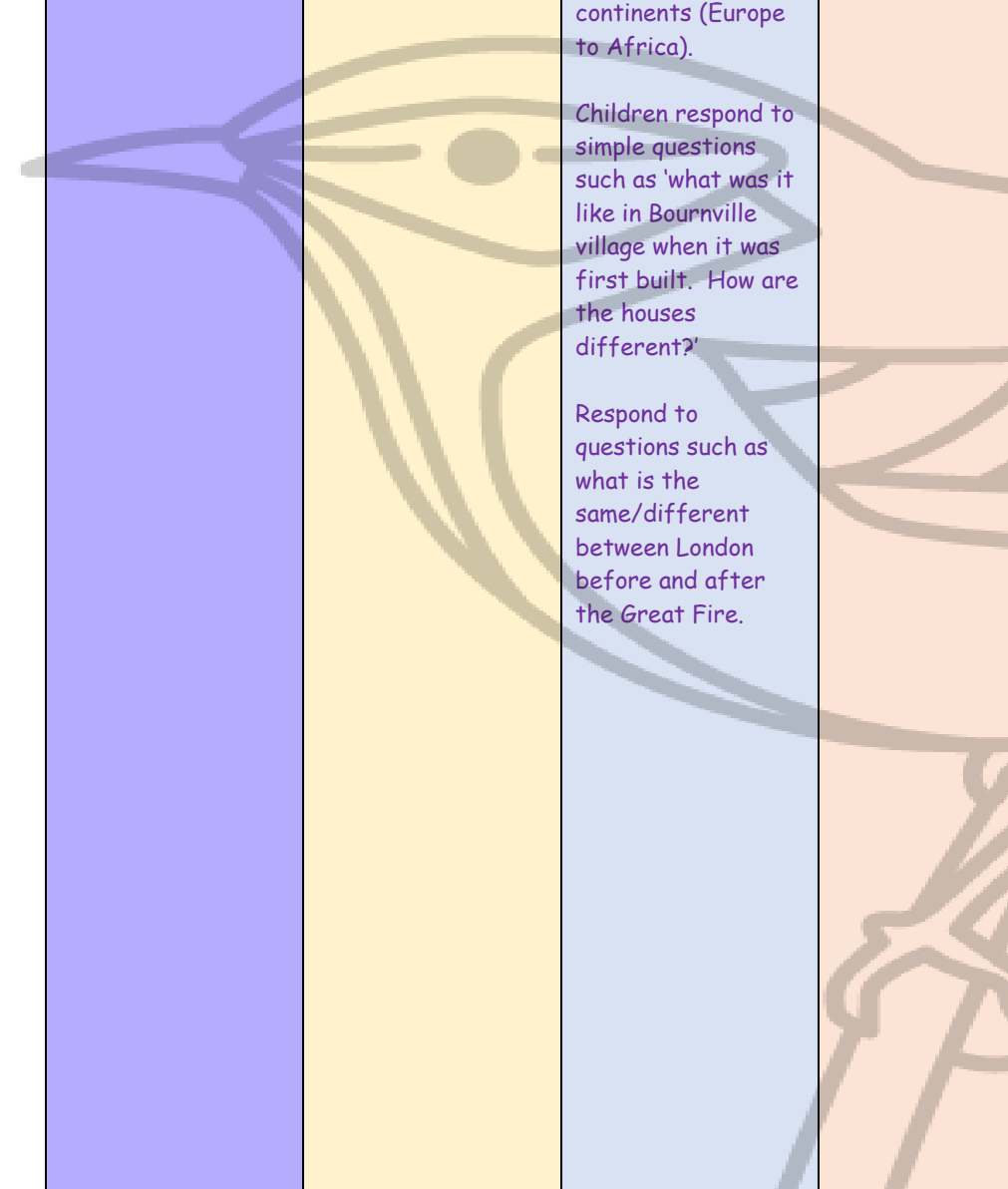
Geography: Progression at Wren's Nest

		<ul style="list-style-type: none"> Children plot some features onto their map 					
Representation	<ul style="list-style-type: none"> Children explore the natural world around them making observations and drawing pictures. 	<ul style="list-style-type: none"> Children design their own symbols to represent some significant features 	<ul style="list-style-type: none"> Children begin to understand the use of keys Children begin to use symbols consistently 	<ul style="list-style-type: none"> Children have a secure knowledge of the function of a key Children begin to use standard map symbols 	<ul style="list-style-type: none"> Children begin to recognise keys and symbols on standard maps 	<ul style="list-style-type: none"> Children recognise and use Ordnance Survey mapping keys and symbols Children begin to sketch maps using standard OS symbols 	<ul style="list-style-type: none"> Children recognise and use symbols on a wider range of maps such as world atlases
Using Maps	<ul style="list-style-type: none"> Children begin to draw information from simple maps. 	<ul style="list-style-type: none"> Children have some understanding that maps represent places Children begin to use simple picture maps around school 	<ul style="list-style-type: none"> Children follow simple route maps Children use maps to locate places within the UK 	<ul style="list-style-type: none"> Children locate places on larger scale maps including maps of Europe Children begin to follow routes on a map with some accuracy With support children start to use an atlas to find information 	<ul style="list-style-type: none"> Children begin to use a wider selection of maps to focus on specific geographical features (Teacher Guided) Children begin to consider how different maps give different information Children begin to understand how to use an atlas to find information 	<ul style="list-style-type: none"> Children use a wide range of maps to focus on a specific geographical feature such as weather Children begin to compare maps for their features Children compare different maps of the same place, including scale Children have greater independence when using maps and atlases 	<ul style="list-style-type: none"> Children can select maps for their use Children can follow routes on different maps Children can use an atlas proficiently to find information
Map Knowledge		<ul style="list-style-type: none"> Children know the names of some places within the U.K. including their hometown 	<ul style="list-style-type: none"> Children develop a wider knowledge of the UK through the study of maps 	<ul style="list-style-type: none"> Children begin to identify points on maps of the UK such as counties. 	<ul style="list-style-type: none"> Children begin to identify significant places on world maps such as different environments 	<ul style="list-style-type: none"> Children develop their knowledge of significant places around the world and know Children use grid references to locate significant points 	<ul style="list-style-type: none"> Children identify significant places around the world and generate questions about them to deepen their understanding
Style of Maps		<ul style="list-style-type: none"> Children use simple maps (including picture maps) and globes 	<ul style="list-style-type: none"> Children use simple maps such as those found in leaflets as visitor guides Children use simple street maps Children use basic globes 	<ul style="list-style-type: none"> Children use overlay maps Children start to use digital mapping Children use aerial imagery Children use atlases and globes 	<ul style="list-style-type: none"> Children use atlases and globes Children use digital imagery and map sites Children begin to use maps for a range of purposes 	<ul style="list-style-type: none"> Children use OS mapping Children use a wide variety of maps Children begin to use 3D imagery 	<ul style="list-style-type: none"> Children use a wide variety of maps for purpose
Scale/Distance		<ul style="list-style-type: none"> Children begin to use the vocabulary of scale such as bigger/smaller 	<ul style="list-style-type: none"> Children begin to develop a spatial awareness 	<ul style="list-style-type: none"> Children consider standard and non-standard units of measure 	<ul style="list-style-type: none"> Children consider how size is dependent on scale 	<ul style="list-style-type: none"> Children compare scale using OS mapping 	<ul style="list-style-type: none"> Children compare maps of different scales

Geography: Progression at Wren's Nest

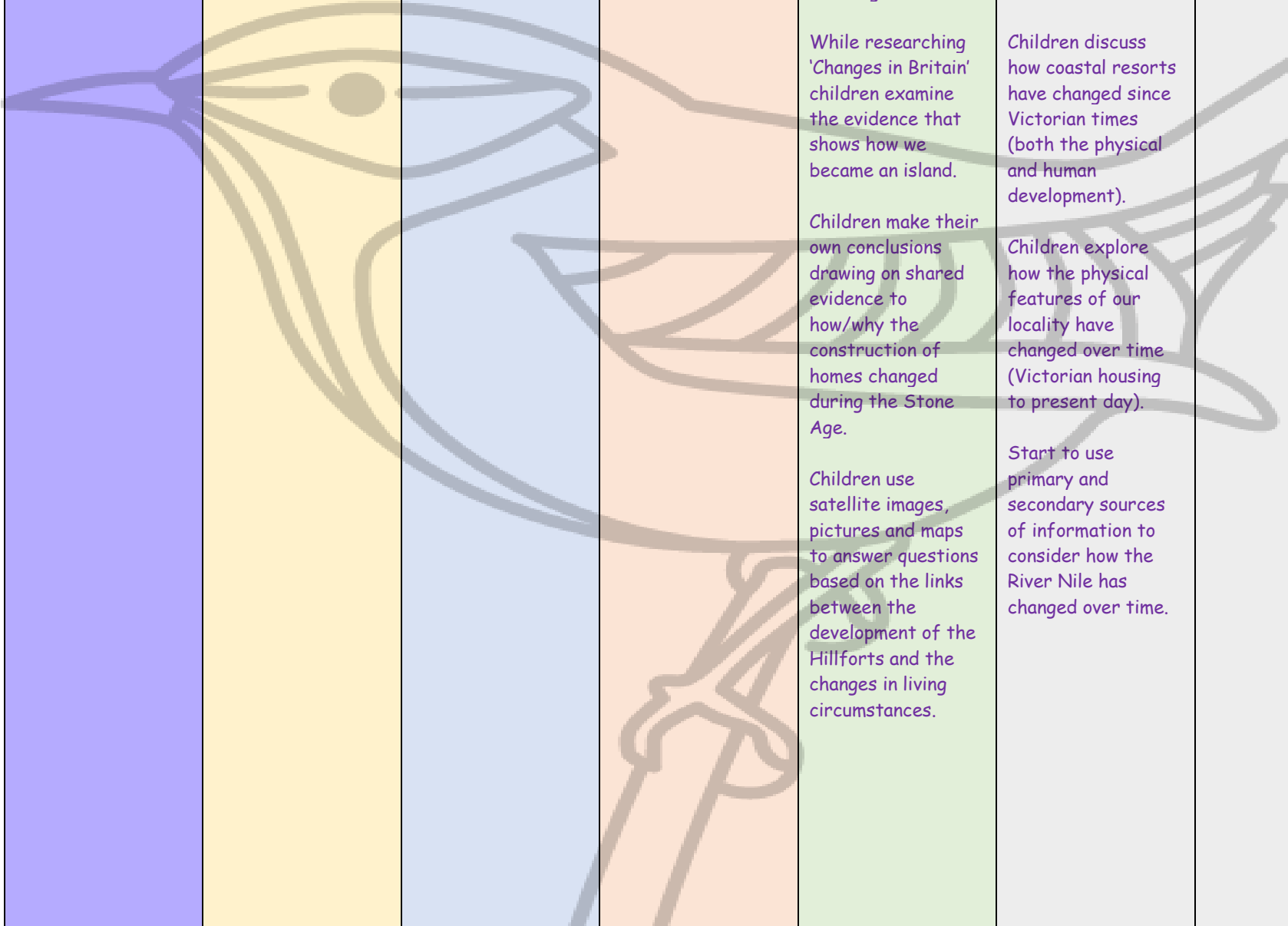
	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5 - Map Skills	Year 5 - Europe and its Cities.	Year 6
Geographical Enquiry	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the seasons.</p>	<p>Teacher initiated discussions to encourage children to respond to some simple closed questions about their local area and the United Kingdom.</p> <p>Participate in a walk of the local area to investigate their surroundings.</p> <p>Make simple observations about features of buildings in their own locality.</p> <p>Use photographs to identify local landmarks.</p> <p><i>Children explore their local area on a 'heritage walk'</i></p>	<p>Children use photographs and artefacts to explore typical features of the seaside, e.g. rocks, sand, a promenade etc.</p> <p>Children begin to develop a word bank of familiar words and phrases to describe a seaside locality.</p> <p>Children ask and answer geographical questions, such as what is the place like? What do people do in this place? Where is it?</p> <p>Children use pictures to compare features made by people or by nature.</p> <p><i>Children respond to questions such as what is similar and different to our location and Ghana.</i></p>	<p>Children use a simple atlas to explore the names of capital cities in the United Kingdom.</p> <p>Children use photographs, maps and non-fiction books to distinguish the differences between cities, towns, villages etc.</p> <p>Children to select the correct maps from a simple atlas to explore the English counties, including the one they live in, the West Midlands.</p>	<p>Children use a variety of maps to identify cities and countries of North America and the oceans that surround it.</p> <p>Children research the flags of North America to investigate national symbols and cultures.</p> <p>Children set their own criteria for identifying human and physical features.</p> <p>By studying North America, children understand that the physical features of a continent impact on it and define it. Children discover how animals have adapted to different environments.</p> <p>Through studying the Rocky Mountain Range, children</p>	<p>Use a range of maps (climatic, physical, political, topographic) as secondary sources of information to discuss differences and similarities in design, information, colour etc.</p> <p>Children investigate the 'key' on different maps and determine their purpose.</p> <p>Children discuss how and why we use a compass.</p> <p>Explore how a map and compass allows people to explore.</p> <p>Studying maps, children identify areas of brown/green belt land. Discuss the use of each.</p> <p>Children study how land use has changed in a local area (Wordsley)</p>	<p>Children use atlases of Europe to make observations about the borders of European countries and identifying their capital cities.</p> <p>Children suggest questions that they can investigate about Europe and the EU.</p> <p>Children use ICT to collect and collate their own information about the EU and its cities.</p> <p>Children use 'Brexit' as a stimulus to investigate change. Children draw their own conclusions on whether it was the right decision.</p> <p>The children make comparisons between two locations, Berlin and London.</p>	<p>Children independently use a range of maps/atlas to identify significant areas of the world such as polar/deserts/time zones etc and represent these areas with a key.</p> <p>Children use secondary sources of information, including digital, to investigate the geographical features (mountains and volcanos) of South America.</p> <p>Children to select an appropriate resource that will give them required the information (to label the countries of South America and identify key information such as capital cities, rainfall etc).</p> <p>Use primary and secondary sources</p>

Geography: Progression at Wren's Nest



		<p>Children use a variety of resources to compare locations in different continents (Europe to Africa).</p> <p>Children respond to simple questions such as 'what was it like in Bournville village when it was first built. How are the houses different?'</p> <p>Respond to questions such as what is the same/different between London before and after the Great Fire.</p>		<p>understand how inhabitants use this physical feature and how it impacts on resident's lives, building a knowledge of land use within this continent.</p> <p>Through investigating the human features of North America, the children gain an understanding of the tourism opportunities, including festivals and traditional celebrations.</p> <p>Children use maps, globes, pictures and internet search engines to gain an overview of Alaska and Jamaica, including man made and physical features, weather and jobs.</p> <p>Children begin to make comparisons between daily life in Alaska and Jamaica compared to their own lives.</p> <p>Children use photographic evidence to compare</p>	<p>over the last 50 years.</p> <p>Children explore 'population' by using maps and online resources.</p> <p>Children compare places past and present (Wordsley).</p> <p>Children consider what they think are key feature requirements of a world map.</p> <p>Children research the different oceans of the world and find 'key facts' about each of them.</p> <p>Consider the question - 'Does the amount of water on Earth change?'</p> <p>Children discuss and reason.</p> <p>Children discuss the importance of hydrographic maps. Who may use them?</p> <p>Children discuss the pros/cons of living by a river.</p> <p>Use maps of past and present to</p>	<p>Children compare the physical differences of a city and coastal resort by comparing Berlin to Rugen Island.</p> <p>Children compare the impact of the Berlin Wall on the local people.</p> <p>Children compare landscape to the local food of a region/country of Europe.</p> <p>Children discuss human and physical features of a landscape and the impact of tourism.</p> <p>Children use maps to begin to compare trade links.</p>	<p>of information including data to compare the climate across the South American continent.</p> <p>Children suggest their own line of enquiry to investigate and draw conclusions on 'What is a Rainforest?'</p> <p>Compare rainforests around the world through the collection of data, including statistics.</p> <p>Use secondary sources of information to accurately represent human features of a rainforest (construct a dwelling).</p> <p>Children to collect statistical data of the mountainous regions of South America and the World as a means to finding out about the physical geography of the continent.</p>
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Geography: Progression at Wren's Nest



				<p>cities of the UK and discuss why they would be targeted during German bombing raids.</p> <p>While researching 'Changes in Britain' children examine the evidence that shows how we became an island.</p> <p>Children make their own conclusions drawing on shared evidence to how/why the construction of homes changed during the Stone Age.</p> <p>Children use satellite images, pictures and maps to answer questions based on the links between the development of the Hillforts and the changes in living circumstances.</p>	<p>identify the 'Black Country' and discuss its significant location within Great Britain.</p> <p>Children discuss how coastal resorts have changed since Victorian times (both the physical and human development).</p> <p>Children explore how the physical features of our locality have changed over time (Victorian housing to present day).</p> <p>Start to use primary and secondary sources of information to consider how the River Nile has changed over time.</p>		<p>Investigate Brazil to discover facts about human features and their impact including economic wealth. Make comparisons to London (Olympics).</p> <p>Use statistics to investigate tourism in South America.</p> <p>Compare maps of early railways and those of the canal systems and let the children draw their own conclusions of the demise of the canal system as a means of carrying goods.</p> <p>Children discuss how coastal resorts developed as a result of the railways (physical and human features related to tourism).</p> <p>Children investigate local railway stations (Birmingham, Dudley Port, Coseley) and research change over time and the</p>
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Geography: Progression at Wren's Nest

								impact this has had on the local area.
Direction/Location		Describe their journey to school.	<p>Play games using the four compass points to give and follow simple directions.</p> <p>Children use the four compass points when discussing weather patterns of the UK in relation to their locality and the location of RNLI bases in comparison to each other.</p> <p>Build on language from Year 1 and include a wider vocabulary such as near and far.</p> <p>Children use the simple vocabulary of direction to compare the location of Ghana to the UK.</p>	<p>Children begin to understand that a compass is an important tool for map reading.</p> <p>Children use a treasure map to practise using the four compass points and begin to realise that for a north outbound journey, would mean a southern return journey.</p>		<p>Children are introduced to the 8 points of on a compass and how a compass can work in conjunction with a map such as an OS map to navigate and create a grid reference point.</p> <p>Children plot directions between points using an Ordnance Survey Map.</p>		Children identify and describe the significance of latitude and longitude identifying Hemispheres, time zones etc and produce a map
Drawing Maps		<p>Draw a simple picture map of their journey to school, using basic symbols of familiar landmarks.</p> <p>Children plot a simple map of their heritage walk.</p>	<p>Children use simple annotations of classroom maps to give directions.</p> <p>Children draw a simple map of their walk around their locality.</p>	<p>To map a route to school, plotting key human features in the correct position, e.g. The Greens Medical Centre, shops etc.</p>		<p>Children design their own Utopia using a key to represent different areas.</p>		

Geography: Progression at Wren's Nest

<p>Representation</p>	<p>Explore the natural world around them making observations and drawing pictures.</p>	<p>Use own symbols on the picture map of their journey to school.</p> <p>Children plot significant buildings/landmarks on their maps from completing a heritage walk using their own symbols for representation.</p>	<p>Begin to understand the need for a key.</p> <p>Use their own symbols consistently.</p>	<p>To plot key human features on a map of the children's journey to school.</p>	<p>Children label tropical zones of North America and relate this to the type of food produced.</p>	<p>Children design their own Utopia using a key to represent different areas.</p>		<p>Children use the symbols of an atlas to produce their own detailed map of South America identifying capital cities, population, climate, rainfall etc.</p>
<p>Using Maps</p>	<p>Children begin to draw information from simple maps.</p>	<p>Children begin to understand that a map represents a place.</p> <p>Children begin to understand that we can use a map to help us to find and follow directions.</p> <p>Children find Wren's Nest using simple maps of the past.</p> <p>Children compare early pictures of the school using a range of resources compared to today (including plan views using Google Maps).</p>	<p>Compare simple maps of their locality to maps of Llandudno, focussing on the similarities and differences of human and natural features.</p>	<p>Begin to use an index to find information from a simple children's atlas.</p> <p>Children identify the symbols that represent cities, towns and capital cities.</p> <p>Children devise routes between county boundaries, using the four compass points and consider the distance travelled in straight lines.</p> <p>Children are introduced to simple co-ordinates, using a letter and a number reference.</p>	<p>Use topographical maps to locate mountainous region of North America.</p> <p>Use weather maps and climatic maps to understand the climatic variation that can occur within a continent.</p> <p>Use climatic maps to understand the impact the climate has on farming and food production in different regions within North America.</p> <p>Children begin to consider how we can use population maps to talk about the amount of people</p>	<p>Compare climatic, physical, political, topographical and OS maps to look for differences and similarities.</p> <p>Use key features of a map.</p> <p>Use a map in conjunction with a compass to plot directions between points on an OS map.</p> <p>Use maps to identify the differences between brown and green belt land.</p> <p>Compare maps over time (Wordsley 50 years ago to now).</p>	<p>Children identify the countries and capital cities of Europe using the index and contents pages for reference.</p> <p>Children use maps and photographs of the area to compare human and physical differences between coastal and city locations.</p> <p>Children use a specific map of Berlin to compare before/after the demolition of the wall.</p> <p>Children begin to use maps that inform them of how the land may be used for crop</p>	<p>Children use a range of sources to identify human and physical features of South America and the wider world.</p> <p>Children independently use an atlas to locate countries of South America and areas of importance within the countries.</p> <p>Children use different maps for different purposes such as rainfall, population etc.</p> <p>Children use thematic maps and become aware of their importance for statistical information.</p>

Geography: Progression at Wren's Nest

				<p>Use maps of Europe to identify where the Anglo Saxons originated from.</p> <p>Children plot the routes the Anglo Saxon's took when navigating from their homelands to the United Kingdom.</p> <p>Children use maps to compare the areas of the UK where the Anglo Saxons and Vikings settled.</p> <p>Children discover about the growth of the Roman Empire by comparing maps over time.</p> <p>Children plot trade routes between Rome and the United Kingdom.</p>	<p>living in a particular place.</p> <p>Children are introduced to a time zone map to compare Alaska and Jamaica to their own locality. They will discover that parts of our planet are in daytime while others are in night-time.</p> <p>Children use maps of Orkney and other sources of information to identify the Stone Age Settlement of Skara Brae.</p>	<p>Research population through maps.</p> <p>Build up 3D models through maps.</p> <p>To explore time zones/tropics/equator/arctic circles through studying maps.</p> <p>Use maps to plot the major oceans of the world.</p> <p>Use hydrographic maps to investigate the major rivers of the world, identifying the names of the rivers and the countries they run through.</p> <p>Use a variety of maps to identify trade links with the rest of the World because of Victorian inventions.</p> <p>Use atlases and photographic evidence to find out information about Egypt, such as climate, human features.</p>	<p>production, linking this to national dishes.</p> <p>Children begin to use maps and other secondary sources to make links between human/physical geography and the tourist industry.</p> <p>Children use atlases, globes, online resources to identify possible trade links between countries.</p>	<p>Children use atlases, globes and digital sources to identify particular links of trade between South America and other parts of the world.</p> <p>Compare maps from the past to those of today and draw conclusions (Ancient Greece and its empire compared to Greece today).</p> <p>Compare maps of the canal and railway systems from Victorian times and the impact the construction of the railway had on the canals.</p> <p>Compare maps of the railway/canal system with those of today.</p> <p>Use maps of Great Britain to look at the development of the 'Big Four' railway companies.</p>
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Geography: Progression at Wren's Nest

<p>Scale/Distance</p>		<p>Children to begin to develop a sense of scale by comparing longer and shorter journeys to school and bigger and smaller landmarks.</p>	<p>Use a globe to compare the size of the United Kingdom to other countries around the world.</p>	<p>Children have the opportunity to discuss scale and how different children may take different size steps, so the routes followed may not work (playground treasure hunt).</p> <p>Children have the opportunity to use non-standard units of measure, such as skipping ropes, to give more accurate route directions (playground treasure hunt).</p> <p>Children use non-standard units of measurement (wool or string) to compare the boundaries of counties.</p> <p>Children use maps to begin to compare how the Anglo Saxon's territory grew over a 150 time period.</p>	<p>Children compare the size of Great Britain to that of North America on globes. Atlases and using digital mapping.</p> <p>Children use maps to compare the size of the countries that participated in WW2.</p>	<p>Use Satellite imagery to compare green/brown belt land use. Compare the area to maps of the past (Wordsley 50 years ago)</p>		<p>Children use maps of different scales and make comparisons on accuracy.</p> <p>Children use maps of different scales to measure trade routes from South America.</p>
<p>Map Knowledge</p>		<p>Learn the names of some places around the United Kingdom and within their own locality.</p>	<p>Through studying RNLI sites, the children become familiar with other locations around the United Kingdom,</p>	<p>Children consolidate their understanding of capital and major cities in the United Kingdom.</p>	<p>Locate the Northern Hemisphere, Arctic Circle and Tropic of Cancer.</p>	<p>To know that maps have a much wider use than solely locating places.</p>		<p>With an increasing independence, children use a variety of maps to locate information.</p>

Geography: Progression at Wren's Nest

Children know that maps are 2D representations of 3D images, by using simple road maps of the local area around the school.

Children find their locality on maps.

including the seas and oceans that surround us.

Children identify Ghana on a map and the oceans that surround it.

Children use an atlas to identify the continent of Africa.

Use maps to identify the countries of the UK and their capital cities.

Children become familiar with the names of counties within England.

Children use maps to plot the areas of the United Kingdom where the Anglo Saxons and Vikings settled.

Using maps of Europe and other areas of the world, children discover how the Vikings colonised different countries around Europe and further afield, plotting these locations.

Children use maps of Europe to find Rome and significant countries and capitals of the Roman Empire.

Children use maps of Great Britain to locate principle Roman Settlements.

Using older maps of the United Kingdom, children find out about the Tribes of the United Kingdom at the time of the Roman invasion.

Children identify cities and countries of North America and the oceans that surround it.

Children label the counties of Europe that participated in WW2

Children identify specific points on a map using grid references with some accuracy.

Children locate major lines of latitude such as the Arctic Circles.

Children use maps to build 3D models.

Children locate Egypt on maps of the world, identify the continent it is in and countries/seas that surround it.

Use maps to plot the course of the Nile as it runs through Egypt.

Children generate their own questions about a place/area/country /habitat etc and can use maps to help them answer these questions.

Children know that physical and human geographical information can be represented by maps.

Use maps of the World/Europe/ Greece to find out key facts about it including climate and the human and physical geography of the country.

Use maps of the local area to investigate significant changes over time of the development of local railway stations.

Use maps/globes and digital imaging to identify colonies of Great Britain around the world (impact of the steam train).

Geography: Progression at Wren's Nest

<p>Style of Maps</p>		<p>Use simple maps of their locality and the United Kingdom.</p> <p>Use simple road maps of the local area around their school.</p>	<p>Children use street maps of London, where the Great Fire of London took place.</p> <p>Children use a globe to find out where Britain is in the world and the oceans that surround it.</p> <p>Use simple maps from leaflets to guide themselves around Cadbury World, Bournville, Selly Manor and Llandudno.</p>	<p>Children use Google Earth to create a route of their journey to school.</p> <p>Children use simple overlay grid maps.</p> <p>Use simple children's atlases.</p> <p>Children use a range of maps from different time periods.</p>	<p>Children use globes, atlases and Google Earth independently and are introduced to topographical, climatic, weather, population and time zone maps.</p> <p>Children use a range of maps from different time periods.</p>	<p>Children can use the contents and index pages to find key features and places of the world.</p> <p>Children use topographical maps and make simple 3D representations of them.</p> <p>Children begin to explore human and physical features using a wider range of map choices such as political and hydrographic maps.</p> <p>Children use a range of maps from different time periods.</p>		<p>Children know that atlases are flattened globes that represent the world.</p> <p>Children use different styles of maps depending on the information they are researching and know that no one map can represent all information.</p> <p>Children make links between scale and accuracy on different maps.</p> <p>Children use a range of maps from different time periods.</p>
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