

## Geographical Enquiry Progression

EYFS	KS1	LKS2	UKS2
<p>ELGs:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals</li> <li>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</li> <li>Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p>At Colmers:</p> <ul style="list-style-type: none"> <li>Marvellous Me topic explores the local environment and provides opportunities for children to talk about where they live.</li> <li>Visits to Forest School provide observational opportunities.</li> <li>Wide range of fiction and non-fiction books reflecting the natural world.</li> <li>Bears topic explores weather around the world and contrasts environments</li> <li>Continuous provision provides opportunities, for example use of globes and maps to encourage children to explore the world.</li> <li>Ticket to Ride topic explores how we get to school and different modes of transport</li> <li>Making an exploring simple maps based on our experience to the farm and our journeys to school.</li> </ul>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Investigate their surrounding environment and how land use has changed from the physical geography of trees and fields to the urban geography of roads and houses</p> <p>Use non-fiction books, stories, maps, pictures/photos and the Internet as sources of information to compare Birmingham in the UK to a contrasting city such as Johannesburg in South Africa.</p> <p>Make appropriate observations about why things happen. Why has the land use changed? Make simple comparisons between features of an area in the UK and an area outside the UK e.g. South Africa.</p>	<p>Ask and respond to questions and offer their own ideas related to their topics Extend to satellite images, aerial photographs and Google Earth</p> <p>Use non-fiction books, stories, atlases, pictures/photos and the Internet as sources of information to explore similarities and differences, comparing the human/physical geography of a familiar city – Birmingham.</p> <p>Begin to collect and record evidence with some aid e.g. hours of sunshine in Brazil compared with Britain</p> <p>Investigate human/physical themes and land use at more than one scale e.g. population density</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps/ amount of rainfall e.g. Brazil</p>	<p>Suggest questions for investigating related to their topics</p> <p>Use primary and secondary sources of evidence in their investigations into climate change</p> <p>Investigate human/physical land use with more emphasis on the larger scale; contrasting and distant places e.g. UK with China</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>

## Colmers Farm Map Skills Progression

EYFS	KS1	LKS2	UKS2
<p>ELGs:</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</li> </ul> <p>At Colmers:</p> <ul style="list-style-type: none"> <li>Marvellous Me topic explores the local environment and provides opportunities for children to talk about where they live.</li> <li>Continuous provision provides opportunities, for example use of globes and maps to encourage children to explore the world.</li> <li>Making an exploring simple maps based on our experience to the farm and our journeys to school.</li> </ul>	<p>Follow directions (Up, down, left/right, near/far forwards/backwards) Use directional and locational language to find and familiarise themselves with features on a simple map Follow directions using NSEW and describe the location of features and routes on a map</p> <p>Follow a route on a map. Use a plan view such as Google Earth. Use an atlas to locate places including capital cities of the UK and the surrounding seas</p> <p>Use relative vocabulary (e.g. bigger/smaller, like/dislike Discuss the size of UK in relation to China Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map in relation to Africa)</p> <p>Locate and name on a UK map major features – rivers, mountains, borders</p>	<p>Use 4 compass points well: Begin to use 8 compass points; Use letter/number co-ordinates to locate features on a map confidently.</p> <p>Locate places on large scale maps, (e.g. Find UK and countries in Africa on a globe) Follow a route on a large scale map</p> <p>Begin to match boundaries (e.g. find same boundaries of countries in South America on different scale maps)</p> <p>Begin to identify significant places and environments e.g. forests, volcanoes, arid regions, tropical climates – Amazon rainforests/Antarctica</p>	<p>Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Follow a short route on an OS map. Describe features shown on OS map. Independently locate places on a world map Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns, population density)</p> <p>Measure straight line distances on a plan and begin to use scales in an atlas Find/recognise places on maps of different scales. (e.g. Mount Everest)</p> <p>Confidently identify topographical features, significant places and environments throughout the world</p>