Dales Academies Trust
Together for Excellence

Geography Disciplinary Knowledge Progression

"Learning the practise of Geographers."

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observe Through questioning, children can start to say what they see, hear or feel in different places. **Using Maps** Using play map mats children play with vehicles, animals etc. The adult can encourage children to discuss what they see on the mat during play.	**Observe** Begin to comment on what they can see, hear or feel in the school, school grounds and familiar locations. **Using Maps** Begin to look at maps and talk about them. Recognise some features on a map.	**Observe** Comment and discuss what they can see, hear or feel in the school, school grounds and familiar locations. Begin to categorise these features into human and physical features. **Using Maps** Using a given map of a country to locate basic features. Being directed to a page in an atlas to look for basic features. Use a world map and globe to begin to locate some continents. Using aerial photographs to recognise features.	**Observe** Comment about the features they see in their school, school grounds and familiar locations. Categorise these features into human and physical features. **Using Maps** Use an atlas, world map or globe to locate features. Use locational language and single compass points to describe features on a map or a route. Use an aerial photograph to recognise landmarks. Find a given OS symbol on a map with support.	**Observe** Observe and name geographical features in familiar environments. **Using Maps** Begin to use maps at more than one scale and match features. Using a contents and index page in an atlas to fine specific maps. Locate places using a range of maps including OS & digital. Say which directions are N,E,S,W on an OS map.	**Observe** Children choose which observation method is going to enable them to collect appropriate data to answer the enquiry question. **Using Maps** Begin to use the key on an OS map to name and recognise features. Use a scale bar on a map to begin to estimate distances. Begin to locate features using the 8 points of the compass. Use 4 figure grid references to locate features on a map. Follow a route on a map with some accuracy.	**Observe** With support, plan how they are going to observe geographical processes based on the enquiry question. **Using Maps** Compare maps with aerial photographs. Begin to use atlases to find out other information. Recognise an increasing range of OS symbols on maps. Use the scale bar to calculate distances. Identify the 8 compass points on a map and use them to locate features. Accurately use 4 and 6 figure grid	**Observe** Make an independent or collaborative plan of how to observe geographical data to enable them to answer their enquiry question. **Using Maps** Choose a map for a specific purpose. Confidently use and understand maps at more than one scale. Describe the features shown on an OS map. Recognise the difference between OS and other maps and when it is appropriate to use each. Use 6 figure grid references accurately.

		Use directional language to describe features on a map. Begin to use single compass points to describe the location of features. Use a simple picture map to move around the school.				reference to locate features. Follow a route with accuracy.	Use lines of longitude and latitude to identify locations. Plan a journey to another part of the world using six figure grid references and the eight points of the compass.
Measure Teacher may ask a question and encourage a 'let's find out together' approach where they facilitate an investigation to help the child see the answer.	**Measure** Answer simple questions, guided by the teacher.	**Measure** Through discussion, children to measure data. This evidence could be captured through photos, video, audio recordings.	**Measure** Using pre-prepared sampling sheets to measure geographical data.	**Measure** With support, design questionnaires/interviews to collect quantitive data.	**Measure** With support, choose simple sampling techniques appropriately to help answer the enquiry question.	**Measure** Independently, design questionnaires/interviews to collect quantitive data.	**Measure** Independently, select appropriate methods for data collection.
Record Whilst outside, adults take photographs of the children interacting with the natural world. Subsequently, these can be used as discussion prompts. **Making Maps** During small world play, children are encouraged to build their own small worlds. Adult to facilitate	**Record** Take photographs of the things they see when walking. **Making Maps** Physically creating some features they notice in their school and school grounds e.g. messy maps.	**Record** Take photographs of the children's observations. **Making Maps** Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Add labels, where appropriate, to sketch maps.	**Record** Children begin to suggest what features/ observations need photographing as evidence. **Making Maps** Devise a simple map with a key and symbols. Begin to draw objects to scale Use an aerial photograph to draw	**Record** Children take photographs of key geographical features being researched/ investigated. **Making Maps** Use standard symbols when drawing a map. Create a simple scale drawing. Follow a route on a map with some accuracy.	**Record** Children take photographs of key geographical features being researched/ investigated. These are labelled. **Making Maps** Recognise and use OS map symbols, including completion of a key. Label some features on an aerial map.	**Record** Children take photographs of key geographical features being researched/ investigated. These are given captions. **Making Maps** Draw a variety of maps based on their own data using OS map symbols.	**Record** Based on their prior learning, choose the best method for recording qualitive, quantitive or comparative data needed. To identify and mitigate potential risks during fieldwork. **Making Maps** Draw a variety of maps of increasing complexity based on their own data using

discussion about what features have been included.			a simple sketch map using basic symbols.		Make and use a simple route on a map.		OS map symbols. ***Sp A*** Use GIS to plot data sets onto base maps which can then be analysed.
Present Talk about their experiences to trusted adults or peers. Adults can encourage deeper thinking through questioning.	**Present** Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	**Present** Use simple recording techniques to express their feelings about a specific place and explaining why they like/dislike some of its features.	**Present** Transferring data from tally charts to simple pictograms and commenting on what the data shows. Use maps created, photographs and fieldwork observations to make tentative conclusions and to give one answer to the enquiry question.	**Present** Transferring data from tally charts to simple pictograms or block charts and commenting on what the data shows. Use maps created, photographs and fieldwork observations to make tentative conclusions and to give one or more possible answers to the enquiry question.	**Present** Transferring data from tally charts to simple pictograms or block charts and carefully analysing the data. Use maps created, labelled photographs and fieldwork observations to make conclusions, suggest future changes or improvements and to give one or more possible answers to the enquiry question.	**Present** Transfer quantitive data to pie charts, line graphs and graphs with two variables and analyse it. Begin to draw conclusions about an enquiry using findings from fieldwork to support their reasoning. Begin to evaluate evidence collected and suggest ways to improve this.	**Present** Decide how to present data when communicating geographical information. Draw conclusions about an enquiry using findings from fieldwork to support their reasoning. Evaluate evidence collected and suggest ways to improve this.