

## Progression Map

	EYFS	KS1	LKS2	UKS2
Hillfort specific: Embody the school values				
Hillfort Specific: Cultural Isolation				
Hillfort Specific: Closing the vocabulary gap				
Key concept: Place	Basic descriptions of places they know. Say what happens in different places around the school.	Children will be able to identify different places and what happens there. Children will begin to compare places.	Children will begin to describe how different features are created and how places change.	Compare and contrast places and explain how they're different and similar.
Key concept: Space	Children name basic features of a place	Children begin to link features to the different places. For example, what features would you find in a town or city.	Children identify rural and urban areas and the features and begin to describe how they can change and the processes which impact them. Children consider how the environmental and human characteristics of places are influenced by their location	To be able to locate physical features, people, services, goods are located and how they are distributed. They can describe how they interact with each other. They can suggest reasons to how and why they interact with each other like they do.
Key concept: Environment – human and physical processes	Describe and name weather and how the weather can change Identify things in a place/location that are living (not human made).	Children are able to identify features and say whether they are physical (natural) or human (man-made).	To be able to describe the processes and the impacts they have.	To explain the reasons why physical processes happen and the effects they have.

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		Identify things in a location that have been made by humans			
Key concept: Environmental impacts		Begin to understand that our actions can impact the environment on a basic level – littering Opportunities to discuss how we care for the world around us	Children can say how their actions may impact the environment.	To how things impact the environment.	Can suggest reason to improving impacts on the environment and sustainability
Key concept: Cultural awareness		Children recognise that we aren't all the same. Similarities and differences in communities and life in different countries	To begin to understand why people have different values.	To understand why it is important that we respect other people's values. Describe similarities and differences. Different cultures within the UK	Explain the reasons for and effects of different cultures and values.
Key concept: Scale		To be able to describe things in their immediate environment.	To understand where things happen in relation to them. Is it local, regional, national or global?	To understand whether things happen on a local, regional, national or global level and the impacts one may have on another.	They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.
Key Skill: Map work	Map Work	To draw information from a map and begin to understand why they are important	Children can use relative vocabulary to describe where things are in relation to one another. Children can use a simple picture map and key. Follow and draw simple routes on a map.	To use OS maps and understand symbols. To identify and understand what contour lines are used for. Co-ordinates Can use 8-point compass points	Use OS maps to look at contour lines, 6 figure grid references and consolidate symbols learnt

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			To be able to create simple picture maps.	Children can draw sketch maps and annotate photographs.	
	Scale	Use relative vocabulary (e.g. bigger/smaller, closer/further)	Begin to identify UK and its countries on different scaled maps and globes. Look at different scaled maps e.g. playground, Liskeard and the UK.	Find/recognise places on maps of different scales	Draw maps and plans using different scales
	Atlas, globe and digital map work	Will be shown Google Earth images to compare places	Locate the UK and its countries on a map Locate and name the continents and oceans To use an Atlas with support Google Earth with support	Identify the equator, northern and southern hemisphere, Arctic and Antarctic circles Use lines of latitude and longitude Using index of an atlas confidently Independently use Google Earth	Can use digital mapping including overlays and including comments.
Key Skill: Enquiry		Children ask questions about the world around them.	Children are able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Children are able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently	Children are able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

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Key Skill: Graphicacy		Children can draw pictures of their favourite place or what they saw when they were out. Sequence photos of visits or walks around the school.	Children can add features to a pre-prepared map. Drawing freehand maps to routes/journeys Collecting quantitative data to create pictograms Questionnaires Using a simple recording technique (smiley faces) to express their feelings about a particular place. Use a basic key	Children can: Field sketches Record features on a map Take digital photos with captions and labels Design and use questionnaires to collect quantitative data Design and conduct interviews Use simple likert scales Analyse and present data in charts and graphs	Children can: Design and use questionnaires to collect qualitative data (to compare people's views). Design and use a tool to record their feelings
Key Skill: organisation and communication;	understanding geographical task words.		How similar / different Consider Describe Compare Outline Recall Recount List Explain	Discuss Summarise Argue Examine How reliable How useful,	To what extent Devise Comment on Criticise Distinguish, Illustrate Review Justify/prove Account for Debate Define
	Producing geographical texts	Children are read stories which are set in different places around the world	Children write short information texts.	Children begin to write longer information texts	Children's information texts become more organised, more relevant to the reader and begin to introduce different view points. Children learn to write debate texts