|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Typically Rec, Y1 & Y2 | | | Typically Y3 & Y4 | | Typically Y5 & Y6 | |
|  |  |  |  |  |  |  |

The RAINBOW Continuum: Geography: Children can …

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | OBSERVATION AND CONCLUSION |  | ENQUIRY, PREDICTION, TESTING |  | DATA COLLECTION |  | RECORDING |  |
|  | Pre skills  Enjoy books about places | YR | Use tracks on a carpet with cars  Play with a globe | YR | Show interest in a continuous provision area such as a travel agents | YR | Pre skills  Enjoy books about places | YR |
|  | Show interest in what they see in field work  Record what they have seen, in simple ways, including pictures and diagrams with labels  Remember and talk about what was seen  Use a digital cameras to record what they see  Collect simple statistics – longest, shortest, highest  Fill in and use a class weather chart |  | Use simple blocked maps and plans  Make simple plans and talk about them  Mark the location of the school  on a simple local map  Identify where they have been on holiday, using a map |  | Use simple blocked maps and plans  Make simple plans and talk about them  Mark the location of the school  on a simple local map  Identify where they have been on holiday, using a map |  | Show interest in what they see in field work  Record what they have seen, in simple ways, including pictures and diagrams with labels  Remember and talk about what was seen  Use a digital cameras to record what they see  Collect simple statistics – longest, shortest, highest  Fill in and use a class weather chart |  |
|  | Ask simple geographical questions  Take and use digital photographs  Make detailed sketches whilst on field work and/or  draw labelled diagrams  Discuss changes in weather and seasons from a chart  Use tally charts and simple tables  to collect information | Y2  Y2 | Identify features on a map  Know the main aspects of the British Isles using maps  Draw simple maps and plans, sometimes with keys  Make a plan of the classroom  Mark some locations on a map of UK – our town, our school visit, my holiday  Identify the main regions of the world – continents, equator, tropics  Begin to use concepts of NSEW | Y2  Y2  Y2    Y2 | Recognise characteristic physical and human features of places - built up, noisy, busy ..  Identify parts of some physical features – e.g. coast  Understand similarities and differences in places  Use aerial photographs to identify land use and other geographical features  Know that places are linked by paths or roads  Express views about local area and environment  Use vocabulary of size to classify –hamlet, town, city | Y2  Y2  Y2  Y2  Y2  Y2  Y2 | Ask simple geographical questions  Take and use digital photographs  Make detailed sketches whilst on field work and/or  draw labelled diagrams  Discuss changes in weather and seasons from a chart  Use tally charts and simple tables  to collect information | Y2  Y2 |
|  | **Use prediction and prior knowledge to find out about unknown places, and combine this with observation**  **Use a range of  primary and secondary sources, including the  internet, Google Earth, and questionnaires**  **Suggest own ways of presenting information, including graphically and in writing**  **Make detailed and labelled field sketches**  **Make field measurements over time**  **Collect statistics and present them appropriately**  **Record information on charts, graphs and tables**  **Collect temperature and rainfall  using a range of instruments, and compare these with information from the internet to discuss weather and climate**  **Begin to use the computer to draw graphs** | **Y3**  **Y2/3**  **Y3**    **Y3** | **Draw maps of local places, including sketches from field work**  **Use and draw maps with a simple key**  **Use maps with simple grid references**  **Work out routes on maps and plans**  **Find longest and shortest routes using maps**  **Plan routes using 4 points of the compass**  **Compare information from atlases with that from a globe**  **Use atlases which show physical and human features**  **Use contents and index pages of an atlas** | **Y3**  **Y3**    **Y3**  **Y3**  **Y3** | **Work out a location using a range of information**  **Understand the different uses of different places Understand that different places may have similar / different characteristics and give reasons for these Understand and use the concept of reciprocal link between physical and human features**  **Describe and identify how a place has changed Understand how economic development can change a place**  **Identify the parts of a river, and land use around  and how these can change people’s lives**  **Express views and recognise how people affect the environment, summarising the issues**  **Suggest ways of improving local environment**  **Understand how weather changes an environment**  **Know the difference between weather and climate Suggest ways towards a reduction in climate change** |  | **Use prediction and prior knowledge to find out about unknown places, and combine this with observation**  **Use a range of  primary and secondary sources, including the  internet, Google Earth, and questionnaires**  **Suggest own ways of presenting information, including graphically and in writing**  **Make detailed and labelled field sketches**  **Make field measurements over time**  **Collect statistics and present them appropriately**  **Record information on charts, graphs and tables**  **Collect temperature and rainfall  using a range of instruments, and compare these with information from the internet to discuss weather and climate**  **Begin to use the computer to draw graphs** | **Y3**  **Y2/3**  **Y3**    **Y3** |
|  | Draw on own knowledge and understanding when setting up a field work investigation  Examine, question, analyse what is discovered, using a range of  evidence  Discriminate between different sources of information  Test conclusions for accuracy  Measure wind speed, rainfall and noise levels  Make good use of ICT in charts and graphs  Use a database to find out information  Make a database to record information  Prepare questionnaires to investigate people’s views on an environmental issue  Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements | Y4  Y4    Y4    Y4 | Read and use the symbols on an OS map  Use four figure grid references to locate points on a map  Identify time differences around the world  Plan a route and work out distance using map scales | Y4  Y4  Y4 | Begin to recognise geographical patterns, and identify through  aerial photographs  Understand why people choose to live in contrasting areas  Compares the lives of people in two different environments or places  Understand how people can both improve and damage the environment  Explain the process of erosion and deposition, and its effects on people  Consider the future of some physical and human features, based on an understanding of change  Explain  their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each | Y4    Y4    Y4  Y4  Y4 | Draw on own knowledge and understanding when setting up a field work investigation  Examine, question, analyse what is discovered, using a range of  evidence  Discriminate between different sources of information  Test conclusions for accuracy  Measure wind speed, rainfall and noise levels  Make good use of ICT in charts and graphs  Use a database to find out information  Make a database to record information  Prepare questionnaires to investigate people’s views on an environmental issue  Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements | Y4  Y4    Y4    Y4 |
|  | Suggest suitable questions for a field work study  Rank information found  into order of importance  Come to accurate conclusions, using information  Make careful measurements - e.g. rainfall, noise level, distance  Collect statistics about people and places  Begin to use a range of graphs, including pie charts | Y5  Y6  Y6  Y5  Y5  Y5 | Work out a journey time, using their knowledge of time zones  Use and understand simple scale | Y5  Y5 | Begin to understand geographical pattern  – e.g. industry by a river  Describe and begin to explain patterns and physical and human changes  Describe how change can lead to similarities between different places Justify own viewpoint or decision, and use new information to adapt their own viewpoint | Y5  Y5  Y5  Y5 | Suggest suitable questions for a field work study  Rank information found  into order of importance  Come to accurate conclusions, using information  Make careful measurements - e.g. rainfall, noise level, distance  Collect statistics about people and places  Begin to use a range of graphs, including pie charts | Y5  Y6  Y6  Y5  Y5  Y5 |
|  | Suggest relevant issues for further study Carefully select sources of evidence, and  sift information  Collect statistics about people and places, and set up a database from fieldwork or research  Analyse data – e.g. population data - using similarity and difference  Speculate and hypothesise about what is found Suggest plausible conclusions, and back up with evidence | Y6  Y6  Y6  Y6  Y6 | Use 6 figure grid references  Use a compass to follow a route | Y6 | Suggest how human activities can cause changes to environment and to the different views people hold Recognise dependent links and relationships in both human and physical geography  Make a plausible case for environmental change  Interpret other people’s arguments for change, analysing and evaluating their viewpoints | Y6  Y6    Y6 | Suggest relevant issues for further study Carefully select sources of evidence, and  sift information  Collect statistics about people and places, and set up a database from fieldwork or research  Analyse data – e.g. population data - using similarity and difference  Speculate and hypothesise about what is found Suggest plausible conclusions, and back up with evidence | Y6  Y6  Y6  Y6  Y6 |