

Enquiry-Led Learning Curriculum Progression Map

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography	Geographical Enquiry and Skills	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>ELG: People, Culture and Communities</p>	<p>Identify and use simple methods to record information and ideas about their own and other environments.</p> <p>Use information texts and pictures as sources of information about the world.</p> <p>Make close observations and provide descriptions of what they notice about their own and other environments.</p> <p>Show the ability to see wholes and parts in terms of places and geographical features.</p> <p>Identify and name places and geographical features as same/different.</p> <p>Sort and put places and geographical features into groups.</p> <p>Make simple predictions and see possibilities relating to the future of places and geographical features.</p>	<p>Show their understanding of the world, different environments, geographical features and places by organising information in different ways.</p> <p>Use information texts and pictures (including maps and atlases) as sources of information about the world.</p> <p>Use what they already know about places, geographical features and geographical enquiry to inform understanding.</p> <p>Record information about places and geographical features in a variety of formats, e.g. simple picture maps, sorting diagrams.</p> <p>Identify similarities and differences in places and geographical features by making simple comparisons and connections.</p> <p>Understand the difference between and ask simple geographical questions.</p> <p>Begin to investigate and explore geographical questions.</p>	<p>Show their understanding of the world, different environments, geographical features and places by organising and summarising information in different ways.</p> <p>Use information texts, pictures (including maps and atlases) and the Internet as sources of information about the world.</p> <p>Use what they already know about places, geographical features and geographical enquiry to inform understanding.</p> <p>Record information about places and geographical features in a variety of formats, e.g. simple picture maps, flowcharts, sorting diagrams.</p> <p>Investigate and explore geographical questions.</p>	<p>Use different types of geographical questions systematically and with purpose.</p> <p>Develop methods for collating and recording geographical information.</p> <p>Make links between their learning in geography and other subjects.</p> <p>Identify and order patterns and relationships in geographical features / themes through a range of strategies such as grouping and classifying.</p> <p>Make links between possible causes and effects in geographical features.</p> <p>Examine options and weigh up pros and cons of solutions to geographical problems.</p> <p>Distinguish between fact and opinion in relation to geographical problems.</p>	<p>Use different types of geographical questions systematically and with purpose.</p> <p>Develop methods for collating and recording geographical information.</p> <p>Make links between their learning in geography and other subjects.</p> <p>Make links between possible causes and effects in geographical features.</p> <p>Use primary and secondary sources of evidence when answering geographical questions.</p> <p>Understand more than one point of view about environments / places / people.</p> <p>Examine options and weigh up pros and cons of solutions to geographical problems.</p> <p>Discriminate between fact and opinion in relation to geographical problems.</p> <p>Identify generalisations about places and people.</p>	<p>Use and adapt a range of methods for collating and recording geographical information / evidence.</p> <p>Apply understanding and make connections across the curriculum.</p> <p>Generate interpretations and new ideas through comparing and classifying geographical information.</p> <p>Analyse evidence and draw conclusions about places / environments, e.g. comparing land use and temperature of contrasting landscapes.</p> <p>Examine options and weigh up pros and cons of solutions to geographical problems.</p> <p>Make new connections between geographical ideas and information.</p> <p>Discriminate between fact and opinion in relation to geographical problems.</p> <p>Identify generalisations about places and people and recognise their limitations.</p>

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Geography	Place and Locational Knowledge		<p>Our Community Know their address.</p> <p>Places to Live & The UK Explain the main differences between city, town and village.</p> <p>Comparing Brierfield and a village in Kenya & Dinosaurs Identify features of hot and cold places in the world.</p> <p>The UK Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</p> <p>Comparing Brierfield and a village in Kenya Identify where the equator, North Pole and South Pole are on a globe.</p>	<p>Location of Egypt & Around the World Know the names of and locate the seven continents of the world.</p> <p>Location of Egypt & Around the World Know the names of and locate the five oceans of the world.</p> <p>Location of Egypt & Around the World Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.</p> <p>Comparing Coll and Brierfield Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</p>	<p>Modern Greece Find differences between living in the UK and a Mediterranean country.</p> <p>Modern Greece Know the names of a number of European countries.</p> <p>Modern Greece Know the names of a number of European capitals.</p> <p>Modern Greece Use maps to locate European countries and capitals.</p>	<p>Mountains & Rivers Know the name of and locate a number of the world’s longest rivers.</p> <p>Mountains & Rivers Know the names of and locate some of the world’s highest mountains and largest mountain ranges.</p>	<p>Africa Know the names of some countries from the southern and some countries from the northern hemisphere.</p> <p>Africa Know the names of and locate some of the world’s deserts.</p> <p>Africa Identify where the equator, Tropic of Cancer, Tropic of Capricorn and the Prime (Greenwich) Meridian are on a world map.</p> <p>Africa Understand what is meant by the term ‘tropics’.</p>	<p>World War 2 Explore why industrial areas and ports are important.</p> <p>Contrasting Landscapes Know the names of, and locate, a number of South or North American countries.</p>	
		Understand that some places are special to members of their community.							
				Recognise some environments that are different to the one in which they live.					
		ELG: People, Culture and Communities							

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Geography	Human and Physical Geography	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: People, Culture and Communities</p>	<p>Seasons Know which is the hottest and coldest season in the UK.</p> <p>Seasons Recognise the main weather symbols.</p>	<p>A Brazilian Tribal Village Compare a place in England and that of a small place in a non-European country.</p> <p>A Brazilian Tribal Village Explain some of the advantages and disadvantages of living in a city or village.</p> <p>A Brazilian Tribal Village Know what deforestation is.</p> <p>A Brazilian Tribal Village Understand the impact of deforestation locally and globally.</p>	<p>Location of a castle Understand why many castles are located on hills and near rivers.</p> <p>Volcanoes Label the different parts of a volcano.</p>	<p>Mountains & Rivers Know that rivers flow downwards from high ground to the sea and that it has the power to erode and shape the landscape over time.</p> <p>Mountains & Rivers Understand how the mountain ranges of the world were formed.</p> <p>Mountains & Rivers Know the main features of a river.</p> <p>Mountains & Rivers Explain why most cities are located by a river.</p> <p>Mountains & Rivers Describe the main parts of the water cycle.</p> <p>Oceans Know the features of a marine biome.</p> <p>Oceans Examine the global impact of plastic pollution.</p>	<p>Africa Identify the main human and physical differences between developed and developing countries.</p> <p>British Days, Arabian Nights Identify the key differences between living in north-western Europe and the Middle East.</p> <p>British Days, Arabian Nights Compare the key human and physical features of north-western Europe and the Middle East.</p>	<p>Renewable Energy Know the main forms of renewable energy.</p> <p>Renewable Energy Explore why the development of sustainable, renewable energy forms is important.</p> <p>Contrasting Landscapes Compare the key differences between living in the UK and in the USA (Mojave desert).</p>

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Geography								
	Fieldwork	<p>Draw information from a single map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: People, Culture and Communities</p>	<p>Our Community & Places to Live Use photographs to recognise landmarks and basic human and physical features.</p> <p>Our Community & Places to Live Devise a simple picture map.</p> <p>Our Community & Places to Live Use simple fieldwork and observational skills to study the geography of the school and its grounds.</p> <p>Our Community & Places to Live Use a simple picture map to move around the school.</p> <p>The UK Know which is N, E, S and W on a compass.</p>	<p>Comparing Coll and Brierfield Use and construct basic symbols in a key for a simple picture map.</p> <p>Comparing Coll and Brierfield Use fieldwork and observational skills to study the key human and physical features of the school and immediate areas.</p> <p>Comparing Coll and Brierfield Follow a route on a map.</p> <p>Comparing Coll and Brierfield Use locational and directional language to describe the location of features on a map.</p>	<p>Treasure Hunt Use fieldwork and observational skills to study the key human and physical features of the school and local area.</p> <p>Treasure Hunt Follow a route on a map with some accuracy.</p> <p>Treasure Hunt Know and use the 8 points of a compass.</p>	<p>Mountains and Rivers Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Rainfall and Temperature Graphs Know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>Time Zones Know about time zones and work out differences.</p> <p>Brierfield – A Lancashire Mill Town Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Brierfield – A Lancashire Mill Town Compare maps with aerial photographs.</p>	<p>Map Skills Know what some of the ordnance survey symbols stand for.</p> <p>Map Skills Know how to use six-figure grid references.</p> <p>Map Skills Follow a short route on an OS map.</p>

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History	Historical Enquiry and Skills	<p>Comment on images of familiar situations in the past.</p> <p>ELG: Past and Present</p>	<p>Find answers to simple questions about the past from primary sources.</p> <p>Identify and use simple methods to record historical information and ideas, e.g. a simple timeline.</p> <p>Show the ability to sequence and order artefacts from distinctly different periods of time.</p> <p>Sort and put artefacts into groups.</p> <p>Make close observations of primary sources and provide descriptions of what they notice.</p> <p>Use common words and phrases relating to the passing of time / historical events.</p> <p>Identify and name historical objects and events as same/different.</p>	<p>Show their understanding by organising time periods studied on a timeline.</p> <p>Sequence and order artefacts along different dimensions.</p> <p>Use what they already know about historical events and historical enquiry to inform understanding.</p> <p>Record historical information in a variety of formats.</p> <p>Identify similarities and differences from pictures or photographs of people or events in the past by making simple comparisons and connections.</p> <p>Understand the difference between and ask simple historical questions, including 'how' and 'why' questions.</p> <p>Investigate and explore historical questions using sources.</p> <p>Discuss the reliability of sources (e.g. photos, accounts, historical stories).</p> <p>Observe or handle sources to answer questions about the past based on simple observations.</p> <p>Know the difference between BCE and CE.</p>	<p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Place events, objects and people on a timeline.</p> <p>Sequence, order and rank sources and events along different dimensions.</p> <p>Use a range of sources to find out about a historical period and observe small details in these.</p> <p>Use what they already know about historical events and historical enquiry to inform understanding.</p> <p>Record historical information in a variety of formats.</p> <p>Make connections between trends over time / between historical periods and events.</p> <p>Understand that different versions of the past may exist.</p> <p>Understand more than one point of view about the past and its impact on modern life.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Recognise primary and secondary sources.</p>	<p>Place events from a period studied on a timeline.</p> <p>Use different types of historical questions systematically and with purpose.</p> <p>Develop methods for collating and recording historical information.</p> <p>Make links between their learning in different contexts.</p> <p>Offer comparisons about different types of people, events and beliefs within a society / historical period.</p> <p>Make links between possible causes and effects in historical events / time periods.</p> <p>Identify historically significant people and events.</p> <p>Give reasons why some historical people and events are considered more significant than others.</p> <p>Recognise why historical people did things, why events happened and what happened as a direct result.</p> <p>Construct informed responses about the past by selecting and organising relevant historical information.</p> <p>Use sources to build a picture of life in the period studied.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Place time periods on a timeline in relation to other familiar periods.</p> <p>Know and sequence key events of a period studied.</p> <p>Ask historical enquiry questions.</p> <p>Construct informed responses by selecting and organising relevant historical information.</p> <p>Understand how different types of sources are used rigorously to make historical claims.</p> <p>Consider and explain the significance of historical events and people in their context and in the present.</p> <p>Examine evidence, comparing accounts of events from different sources.</p> <p>Understand more than one point of view and offer some reasons for different versions events.</p> <p>Examine options and weigh up pros and cons of sources.</p> <p>Discriminate between fact and opinion in relation to historical events and figures.</p> <p>Begin to challenge the reliability of sources.</p> <p>Begin to challenge assumptions drawn from sources.</p> <p>Make historically valid enquiries, including those that do not have straightforward answers.</p>	<p>Place time periods on a timeline in relation to other familiar periods.</p> <p>Understand the need to use both primary and secondary sources to reach conclusions.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Extend and deepen their chronologically secure knowledge of history.</p> <p>Spot biases and errors in sources.</p> <p>Determine how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Develop and make links between main events, situations and changes within and across different time periods / societies.</p> <p>Explore reasons behind the occurrence of historical events, using prior knowledge.</p> <p>Challenge sources, questioning the validity of these and whether they have been created for propaganda.</p> <p>Evaluate the appropriateness of information and resources.</p> <p>Pose questions about the reliability of sources and the consequences for reaching conclusions.</p> <p>Draw generalisations from sources and recognise their limitations.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

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History	Within and beyond living memory	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present</p>	<p>Childhood Life Past and Present Compare the toys their grandparents played to their own.</p> <p>Childhood Life Past and Present Organise a number of artefacts by age.</p> <p>Childhood Life Past and Present Identify what a number of older objects were used for.</p> <p>Childhood Life Past and Present Find the main differences between their school days and that of their grandparents.</p> <p>Childhood Life Past and Present Separate objects that were here 100 years ago and those that were not.</p>	<p>The Great Fire of London Know where and when the Great Fire of London started.</p> <p>The Great Fire of London Know the key events of the Great Fire of London.</p> <p>The Great Fire of London Find out why the fire spread so quickly and stayed alight for so long.</p> <p>The Great Fire of London Understand the impact of the Great Fire of London.</p>				

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History	Lives of significant people			<p>Helen Keller and Louis Braille Name a famous person from the past and explain why they are famous.</p> <p>Howard Carter and Tutankhamun Know about a famous person from outside the UK and explain why they are famous.</p>	<p>Mary Anning Understand why Mary Anning's work with fossils was important.</p> <p>Guy Fawkes Know why the gunpowder plotters wanted to blow up Parliament.</p> <p>Guy Fawkes Know how Guy Fawkes was caught.</p> <p>Famous Pirates Know about famous pirates and why piracy became more common in the 17th century.</p>	<p>Alfred the Great Know that Alfred the Great invented a candle clock that enabled people to tell the time without the sun.</p> <p>Eric the Red Know that Eric the Red was one of the first European explorers of North America.</p> <p>The Tudors Know the names and chronology of the monarchs of the Tudor era.</p>	<p>The Victorians Know that Queen Victoria is the second longest reigning monarch of the UK.</p> <p>The Victorians Understand the influence Queen Victoria's marriage to Albert had on her monarchy.</p> <p>World War 1 Understand that the assassination of Archduke Franz Ferdinand led to the start of WWI.</p>	<p>World War 2 Know why Winston Churchill is considered an inspirational leader.</p> <p>World War 2 Appreciate that Anne Frank's diary gives us an insight into one aspect of the life of Jewish people in Europe during WW2.</p> <p>Swinging Sixties Know why Martin Luther King was an important figure in the 20th Century civil rights movement.</p>

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History	Local History Study		<p>Old and New Brierfield Identify how the local area is different to the way is used to be a long time ago.</p> <p>Old and New Brierfield Distinguish between buildings that were here 100 years ago and those that were not.</p>		<p>Skipton Castle Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Skipton Castle Identify how the lives of wealthy people were different from the lives of poorer people during this time.</p> <p>Skipton Castle Compare modern life and that of life in the castle in the medieval era.</p>		<p>Brierfield – A Lancashire Mill Town Examine the influence the canal and railway had on the growth of Brierfield during the industrial revolution.</p> <p>Brierfield – A Lancashire Mill Town Understand why and how Brierfield became a mill town.</p> <p>Brierfield – A Lancashire Mill Town Identify the main reasons for the decline of traditional industries in Brierfield and the reasons for migration from Commonwealth countries to the UK after the end of WW2.</p> <p>Brierfield – A Lancashire Mill Town Examine the legacy of Brierfield's industrial past.</p>	

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History	Chronology		<p>Dinosaurs</p> <p>Know that dinosaurs roamed the world before humans existed.</p> <p>Know that we can learn about dinosaurs from fossils.</p> <p>Know what extinct means, and that the dinosaurs are extinct.</p>	<p>Egyptians</p> <p>Explain why the River Nile was important to the Ancient Egyptians.</p> <p>Understand how the work of archaeologists helps us understand the past.</p> <p>Identify what hieroglyphics can tell us about life in Ancient Egypt.</p> <p>Know that Pharaohs were Ancient Egyptian rulers.</p>	<p>Ancient Greece</p> <p>Examine what life was like in Ancient Greece.</p> <p>Compare the main characteristics of the Athenians and Spartans.</p> <p>Understand how democracy in Athens worked.</p> <p>Identify why the Spartans were known as the greatest warriors in Ancient Greece.</p> <p>Describe the influence the gods had on Ancient Greece.</p>	<p>Anglo-Saxon Life and Inventions</p> <p>Know that the Anglo-Saxons came to Britain around the same time the Romans were withdrawing.</p> <p>Identify that during the Anglo-Saxon period Britain was divided into many kingdoms.</p> <p>The Vikings</p> <p>Know where the Vikings originated from and show this on a map.</p> <p>Identify why the Vikings and Anglo-Saxons were often in conflict.</p> <p>Show that the Vikings were skilful shipbuilders and sailors.</p>	<p>The Abolition of Slavery</p> <p>Understand why African slaves were transported to the Americas.</p> <p>Understand the conditions faced by slaves during the Atlantic passage.</p> <p>Explore the conditions in which slaves lived once they arrived in the Americas.</p> <p>Know that slave trade was abolished throughout the British Empire in 1833.</p> <p>The Victorians</p> <p>Know that the British Empire grew to cover over one-quarter of the world's landmass during the Victorian era.</p> <p>Investigate how the Industrial Revolution changed Britain.</p>	<p>World War 2</p> <p>Know that WW2 was fought between Allied and Axis countries.</p> <p>Understand that the German invasion of Poland led to Britain's declaration of war.</p> <p>Know that Adolf Hitler and the Nazi party wanted to exclude some groups of people from Germany and this led to the Holocaust.</p> <p>Compare the experiences of different children during WW2.</p>

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History	Chronology				<p><i>The Romans</i></p> <p>Know that the Romans used their technology and large army to explore and rule their empire.</p> <p>Explore what life was like for a Roman soldier.</p> <p>Know that the Romans invaded Britain, building many roads and towns.</p> <p>Know that there was some resistance to the Roman invasion from Boudicca.</p> <p>Identify how the Roman occupation of Britain helped to advance British society.</p>	<p><i>The Tudors</i></p> <p>Know the Wars of the Roses were fought between two families.</p> <p>Know that Henry VII brought peace to England after the Battle of Bosworth.</p> <p>Explore the differences between the Catholic and Protestant Christian churches.</p> <p>Understand why Henry VIII made England a Protestant country.</p> <p>Know why Henry VIII wanted a son to be heir to his throne.</p> <p>Know why Queen Mary was known as 'Bloody Mary'.</p> <p>Know why Queen Elizabeth I was such a successful queen.</p> <p>Know how the English Royal Navy defeated the Spanish Armada.</p>	<p><i>World War 1</i></p> <p>Know that WWI was fought between the Central Powers and the Allies.</p> <p>Know that WWI trenches stretched across the Western Front.</p> <p>Understand that the new weapons and vehicles used in WWI made it more deadly than other wars.</p> <p>Understand that the Battle of the Somme was one of bloodiest battles in history.</p> <p>Examine the role women played in the Home Front during WWI.</p> <p>Know that armistice was agreed at 11am on 11th November 1918 and how this is commemorated today.</p>	<p><i>Swinging Sixties</i></p> <p>Know the key events of the 1960s and how they influence our lives today.</p>