



## Geography Progression Grid

	<p><b>Our School Values – RESPONSIBILITY, PATIENCE, QUALITY, CO-OPERATION, TOLERANCE, ASPIRATION - are threaded through our curriculum. Links are made explicitly in short-term plans and our Values Progression grid.</b></p>		
<b>Aims</b>	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>- are competent in the geographical skills needed to:           <ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul> </li> </ul>		
	EYFS	KS1	KS2
<b>Thread</b>	<p><u>People Culture and Communities ELG</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<ul style="list-style-type: none"> <li>• name and locate the world’s 7 continents and 5 oceans</li> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas.</li> </ul> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, sea, ocean, river, season and weather</li> <li>• key human features, including: city, town, village, house, and shop</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>• locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions.</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers) and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: <b>rivers and the water cycle</b></li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
	EYFS	KS1	KS2

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key Knowledge – place, human and physical</b></p>	<p>Pupils should be taught to:          Know the name of the town / village where they live          Describe the place where they live          Describe my immediate environment          Describe what another place is like          Ask questions about their familiar world e.g. where they live          Name familiar places e.g. home          Show concern for environment          Look at similarities, differences, patterns and changes in local environment.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name and locate the world’s seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to key physical and human features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of:             <ol style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ol> </li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Fieldwork skills</b></p>	<p>Use a simple tick sheet to record what has been seen on a walk to the local shop.          - Use computer mapping and Google Street View to locate their street and house.          - Survey the traffic that goes past school.</p>	<p><b>KS1</b></p> <p><b>Gather information</b>          Use basic observational skills          Carry out a small survey of the local area/school          Draw simple features          Ask and respond to basic geographical questions          Ask a familiar person prepared question          Use pro-forma to collect data e.g. tally survey</p> <p><b>Sketching</b>          Create plans and raw simple features in their familiar environment          Add labels onto a sketch map, map or photograph of features</p> <p><b>Audio/Visual</b>          Recognise a photo or a video as a record of what has been seen or heard          Use a camera in the field to help to record what is seen</p>	<p><b>Y3-4</b></p> <p><b>Gather information</b>          Ask geographical questions          Use a simple database to present findings from fieldwork          Record findings from fieldtrips          Use a database to present findings          Use appropriate terminology</p> <p><b>Sketching</b>          Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><b>Audio/Visual</b>          Select views to photograph          Add titles and labels giving date and location information          Consider how photo’s provide useful evidence          use a camera independently          Locate position of a photo on a map</p>	<p><b>Y5-6</b></p> <p><b>Gather information</b>          Select appropriate methods for data collection such as interviews,          Use a database to interrogate/amend information collected,          Use graphs to display data collected          Evaluate the quality of evidence collected and suggest improvements</p> <p><b>Sketching</b>          Evaluate their sketch against set criteria and improve it          Use sketches as evidence in an investigation. select field sketching from a variety of techniques          Annotate sketches to describe and explain geographical processes and patterns</p> <p><b>Audio/Visual</b>          Make a judgement about the best angle or viewpoint when taking an image or completing a sketch          Use photographic evidence in their investigations</p>

	EYFS	Year 1/ 2		Year 3/4		Year 5/6	
<b>Map / Atlas skills</b>	<p>Look at Pirate maps and find the treasure. Look at basic maps. Identifying land and sea on a map Directions</p>	<p><b>Using maps</b> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards <b>Map knowledge</b> Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas <b>Making maps</b> Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p>	<p><b>Using maps</b> Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <b>Map knowledge</b> Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles <b>Making maps</b> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key</p>	<p><b>Using maps</b> Follow a route on a map with some accuracy Locate places using a range of maps including OS &amp; digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map <b>Map knowledge</b> Locate the UK on a variety of different scale maps Name &amp; locate the counties and cities of the UK <b>Making maps</b> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance</p>	<p><b>Using maps</b> Follow a route on a large-scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map <b>Map knowledge</b> Locate Europe on a large-scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities <b>Making maps</b> Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint</p>	<p><b>Using maps</b> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. <b>Map knowledge</b> Locate the world's countries, focus on North &amp; South America Identify the position and significance of lines of longitude &amp; latitude <b>Making maps</b> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS</p>	<p><b>Using maps</b> Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps <b>Map knowledge</b> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages <b>Making maps</b> Draw plans of increasing complexity Begin to use and recognise atlas symbols</p>

<b>Vocabulary</b>		<p>Human feature, physical feature, near, far, map, grid, symbols, green space, United Kingdom, capital city, coast, sea, rainforest, Government, Parliament, equator, country, continent, ocean, dry, wet, windy, dark, bright, busy, empty.</p> <p>Satellite, weather, lightning, breeze, gale, observe, predict, climate, local, dairy, traditional, reared, desert, north pole, south pole, Arctic, Antarctic.</p>	<p>Season, climate zone, equatorial, tropical, biome, fauna, flora, vegetation, sub-tropical, monsoon, deciduous, globe, Tropic of Cancer, Tropic of Capricorn, axis, hemisphere, longitude, meridian, coastline, strandline, tourism, harbour, erosion, port, dock.</p> <p>City, state, compass, region, valley, infiltration, percolation, estuary, terrain, tributary, confluence, meander, evaporation, condensation, transpiration, precipitation, glacier, scree, earthquake, core, mantle, crust, tectonic plate, crater, lava, ash, dormant, extinct</p>	<p>Fold mountain, avalanche, import, export, trade, man-made, native, season, producer, retailer, longitude, latitude, tribe, indigenous, fertile, fallow, agriculture, deforestation, sustainability, endangered, extinction, conservation, mineral, renewable, biomass, hydroelectricity, solar energy, marine, biodiversity, topographical, sustainable development</p>
<b>Assessment /Evidence</b>		<ul style="list-style-type: none"> <li>• Twinkl Assessments</li> <li>• Short Written paragraph to show knowledge embedded from the topic</li> <li>• KWL Mind Maps completed at the start and end of topic</li> <li>• Photographs</li> <li>• Videos</li> <li>• Self &amp; Peer Evaluations</li> <li>• Quizzes/Hands up</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks completed linked to Knowledge Organisers</li> <li>• Comparison activities</li> <li>• Completing an investigation or setting up own investigation</li> <li>• Annotated written work/or photographs</li> <li>• Scenario Discussions / What I know conversations.... (with teacher annotations)</li> <li>• Drama Activities</li> <li>• Topic summary "What I have learnt"</li> </ul>	