



Subject Progression Grid for Geography

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Reception	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explore the natural world around them and make observations. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	- To know about their immediate environment. - To know some simple similarities and differences between life in this country and life in other countries. - To know what a map is and why we would use one. - To know that environments around the world are different to that of their locality.	- Looks closely at similarities and differences between their own immediate environment and other environments (e.g. comparing houses & homes, schools, parks, cities & forests etc.) - Talk about the features of their own immediate environment and how environments might vary from one another. - Describe their relative position such as 'behind' or 'next to'. - Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. - Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places. - Recognise different parts of the local community. - Give opinions on natural and built environments.	Maps Country Environment Behind Next to Local Community Similarities Differences

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KS1	<u>Would you Rather Live in Barrow or China?</u> <u>What Can You Find in an Atlas? [Africa]</u> 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. Use basic geographical vocabulary. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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. 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.	<u>Year 1:</u> - To know the names of the four countries making up the British Isles. - To locate the four countries that make up the British Isles with some support. - To know the main features of a hot and cold place. - To be able to explain how the weather changes with each season. - To know about the people who live in hot and cold places. - To be able to point out where the Equator, North Pole and South Pole are on a globe or atlas. - To be able to answer simple questions about the weather. - To know simple directions, such as forwards, backwards, left, right. <u>Year 2:</u> - To know what a continent is. - To know the names and locations of each continent. - To know the names and locations of each Ocean. - To know the names of the four countries which make up the British Isles and their capital cities. - To locate the four countries that make up the British Isles and their capitals. - To know some physical features of their own locality. - To know some human features of their own locality. - To know the similarities and differences of human and physical geography for two places. - To know how to follow directions, including North, South, East and West.	<u>Year 1:</u> - Ask simple geographical questions (i.e. What is it like to live in this place?) - Use basic geographic vocabulary to describe some places and their features. - Explain the main features of a hot and cold place. - Compare some similarities and differences between a hot place and a cold place. - Answer some questions, using different resources, such as books the internet and or an atlas. - With support, identify the Equator, North Pole and South Pole on a globe/atlas. - Observe and describe daily weather patterns - Conduct simple fieldwork and use simple observational skills when studying the geography of their school and local environment. <u>Year 2:</u> - Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. - Identify seasonal and daily weather patterns. - Develop simple fieldwork and observational skills when studying the geography of their school and local environment. - Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. - Use simple compass directions as well as locational and directional language when describing features and routes. - Identify the Equator and locate the places on the Equator which are the hottest. - Use basic geographical vocabulary to describe key physical features. - Use basic geographical vocabulary to describe key human features. - Study pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?	<u>Year 1:</u> Equator South Pole North Pole United Kingdom Seasons Globe Weather Direction Map <u>Year 2:</u> Human feature Physical feature North South East West Countries Continents Oceans Atlases

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3	<u>Where would you choose to go in Europe?</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia)- key physical and human characteristics and countries. Identify the position of the Equator, Northern Hemisphere and Southern Hemisphere.	- To be able to know and locate some well-known European Countries. - To know the similarities and differences of human geography for a region of the UK and a country in Europe. - To know some of the key physical and human characteristics for places in Europe. - To express own views and preferences about a place, people, environment, location and give detailed reasons. - To know the position of the Equator on a world map. - To know the position of the Northern and Southern Hemisphere on a world map. - To know and be able to name several countries situated in the Northern Hemisphere. - To know and be able to name several countries situated in the Southern Hemisphere.	- Use maps <i>[to locate countries of Europe, Equator, Northern Hemisphere and Southern Hemisphere.]</i> - Use key geographical vocabulary to demonstrate knowledge and understanding. - Match key landmarks to a country (human and physical) and make suggestions as to how landmarks affect a county (i.e. tourism, economy etc.) - Identify similarities and differences <i>[between the UK region and a country in Europe].</i> - Study some photographs <i>[of difference parts of Europe]</i> and make some reasoned judgements about where the pictures are taken. - Study maps to make assumptions <i>[about different areas of Europe. i.e. Identify mountainous areas, urban areas].</i>	Europe Physical Characteristics Human Characteristics Northern Hemisphere Southern Hemisphere
	<u>What makes the Earth angry?</u> Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes. Use the eight points of a compass.	- To know how volcanoes are created. - To know and locate places in the world where Volcanoes occur. - To know the different causes of Volcanoes and the process that occurs before a Volcano erupts. - To know how Earthquakes are created. - To know the different causes of Earthquakes. - To know the effects Volcanoes and Earthquakes have on human life. - To know the 8 points of a compass and can apply this knowledge to describe a route and give directions.	- Use maps <i>[to locate places in the world where Volcanoes occur].</i> - Draw and label diagrams, produce writing and use the correct vocabulary <i>[for each stage of the process of a volcanic eruption].</i> - Ask and answer questions <i>[about the effects of Volcanoes and Earthquakes].</i> - Identify and describe the impact <i>[volcanoes have]</i> on people's lives. - Use locational language to describe the location of points on a map <i>[of the school or local area].</i> - Take digital photographs <i>[of the main features of school]</i> and plot them on a map, using the points of a compass to describe their location.	Compass Volcano Earthquake Erupt Crust Mantle Outer Core Inner Core

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4	<u>What is Great about Great Britain?</u> 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). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	- To know the name and location of the countries and cities (including the capital cities) in the United Kingdom. - To know some key topographical features (mountains, hills, coasts etc.) of the United Kingdom. - To know the location of some hills and mountains in the United Kingdom. - To know the location of some coasts in the United Kingdom. - To know and understand geographical similarities and differences of human and physical geography <i>[A region in the UK and a region in a European country]</i>.	- Use maps, atlases and computer mapping etc. <i>[to locate countries and cities in the United Kingdom]</i>. - Identify human and physical characteristics <i>[of Geographical regions in the United Kingdom]</i>. - Describe some of the important topographical features of the United Kingdom. - Compare the geographical similarities and differences of human geography <i>[for a region in the UK and a region in a European Country]</i>. - Compare the geographical similarities and differences of physical geography <i>[for a region in the UK and a region in a European Country]</i>.	Topographical Mountains Coasts Hills Human Geography Physical Geography
	<u>Is the River Nile more important than The River Humber?</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of [rivers, mountains and the water cycle]. Describe and understand key aspects of [types of settlement and land use].	- To know the location of several important and local rivers around the world (including the River Nile and the River Humber). - To know some similarities and differences between rivers around the world. - To know what the process of the water cycle is. - To know the key aspects of settlements. - To know the key aspects of land use. - To know how the features of a local river fit with the characteristics of a river system.	- Use maps, atlases and computer mapping <i>[to locate rivers and mountains around the world]</i>. - Explain and present the process of rivers. - Use correct geographical terminology <i>[for rivers i.e. erosion, disposition, transportation]</i>. - Compare how some rivers have changed over time. - Make comparisons between rivers around the UK and the wider world.	River Water Cycle Settlement Land Use Flood Plain Mouth/ Source Tributaries Meander Oxbow Lake Condensation Precipitation Evaporation Condensation Run Off Transpiration
	<u>Archbishop Award – Where is our place in the world?</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Know the names of and locate at least eight major capital cities across the world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	- To know what makes something a city. - To know the different environmental regions. - To know the name and locations of at least eight major capital cities across the world <i>(including Russia)</i>. - To know the environmental regions within two or more countries of Europe <i>[including Russia]</i>.	- Use digital/computer mapping <i>[to locate countries and major capital cities around the world]</i>. - Identify the different environmental regions that can be found in the world.	Europe Russia Digital mapping Environmental regions City Desert Mountain Desert Grassland Rainforest Coniferous Deciduous Tundra Region

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5	<u>What is so special about the USA?</u> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America.	- To know the location of countries in North and South America. - To know the key physical and human characteristics, countries and major cities in North and South America. - Locate many man-made features in the USA (i.e. Statue of Liberty, golden Gate Bridge etc.). - Locate many natural features in the USA (i.e. The Grand Canyon - To know the geographical similarities and differences of human and physical geography for a region in the United Kingdom and a region in North or South America.	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Make comparisons of the geographical similarities and differences of human and physical geography <i>[for a region in the UK and a region in North and South America].</i>	North America South America Man-made Natural Geographical
	<u>Where are the world's biomes?</u> Describe and understand key aspects of physical geography [biomes and vegetation belts]. 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.	- To know what a Biome is. - To know what a Vegetation Belt is. - To know where some of the world's Biomes and Vegetation Belts are located. - To know some of the similarities and differences between the world's Biomes (i.e. Antarctica and The Amazon Rainforest). - To know how the land is used in the immediate locality (residential, retail, professional, commercial, entertainment/leisure, public authorities, industrial etc.)	- Identify some of the world's Biomes and Vegetation Belts on a map. - Describe and understand the key aspects of Biomes and Vegetation Belts. - Recognise similarities and differences between the world's Biomes. - Make comparison between this Biome and others, discussing similarities as well as differences. - Use maps to locate areas they think may be Biomes and defend their reasoning using knowledge of maps (i.e. very green areas on a map could be rainforests, flat pale areas could be deserts). - Conduct a survey of the immediate locality of the school to observe and record the human and physical features of the local area.	Biome Vegetation Belt Tundra Desert Grassland Rainforest Savannah Woodland Climate Landscape Fieldwork Vegetation
	<u>Why was John Harrison's invention important?</u> Identify the significance of the Equator, Northern Hemisphere and Southern Hemisphere. Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	- To know the significance of the Equator, Northern Hemisphere and Southern Hemisphere. - To know the position and significance of latitude and longitude. - To know the position and significance of Tropics of Cancer and Capricorn. - To know the position and significance of Arctic and Antarctic circles. - To know the position and significance of the Prime and Greenwich Meridian and time zones.	- Use maps to identify longitude and latitude. - Explain the climates of given countries in the world and relate this to knowledge of hemispheres, the Equator and the Tropics. - Understand about world weather pattern around the world and relate these to climate zone.	Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer Tropics of Capricorn Prime Meridian Greenwich Meridian Arctic Circle Antarctic Circle Time zones (day and night)

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6	<u>What does industry look like in our area?</u> Describe and understand key aspects of human geography [economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water].	- To know the about some of the key aspects of human geography. - To know about land use in our locality and reasons for this. - To know about trade links between the UK, Europe and the rest of the world. - To know this differences between economic activity and natural resources in our locality (past and present). - To know about Fair Trade and the fair/unfair distribution of resources.	- Identify trade links around the world based on a few chosen items [<i>i.e. coffee, bananas, chocolate</i>]. - Draw conclusions about the reasons for land us in our locality based on the human inhabitants and changing needs. - Explain and present differences between our locality in the past and today. - Discuss and debate Fair Trade. - Reflect on the impact trade has on an area and generate ideas for cause and effect.	Trade Trade Links Distribution Natural resources Economic Industry Fair Trade
	<u>What part did this locality play in WWII?</u> Locate the world's countries, using maps to focus on Europe. Use maps, atlases, globes and digital/computer mapping to locate countries.	To know the name and location of an extensive range of places in the world including globally and topically significant features and events (linked to WW2).	- Use maps, atlases, globes etc. to independently locate the world's countries, with a particular emphasis on Europe.	
	<u>I'm a year six student. Can you get me out of here?</u> Use the eight points of a compass, four and six-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. 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.	- To know the eight points of a compass. - To know and use four and six-figure grid references. - To know and use symbols and keys on maps. - To know what an ordinance survey is.	- Accurately use four and six-figure grid references. - Accurately use the eight points of a compass. - Apply symbols and keys on maps. - Recognise an increasing range of Ordnance Survey symbols on maps. - Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. - Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.	Compass Six-figure grid references Four-figure grid references. Symbols Keys Fieldwork Ordnance Survey