

Geography Progression Grid

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>The world around them: Describe and talk about their immediate environment.</p> <p>Talk about things in the local areas around their home and school and what they can see.</p>	<p>Talk about features of their own immediate environment and how environments may vary from one another.</p> <p>Explores the natural world around them and commenting on what they find.</p>	<p>Name the 4 countries and capitals that make up the UK and the surrounding seas</p>	<p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Using a world map, identify different European countries and their locations on the map in relation to the UK.</p> <p>To know the 7 continents and 5 oceans</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Can name and locate countries 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</p> <p>Know about some historical developments of London</p> <p>Know why the Thames bridges / barrier is so important to the area</p> <p>Know what countries are in Europe and where are they located</p> <p>Locate geographical regions (temperate, tropical and subtropical zones)</p>	<p>Knows the location of UK cities, beyond the capitals, and their identifying human and physical characteristics</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Develops knowledge and understanding of worldwide time zones and understands that these are caused by the earth's rotation on its axis</p> <p>Knows and can use the terms; lines of longitude/latitude, including the Tropic of Cancer, Tropic of Capricorn, Equator and Prime Meridian and can use these to support explanation of geographical locations, including continents.</p>	<p>Revisit the 7 continents and be able to locate and identify them on a map/globe.</p> <p>To know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones</p> <p>Know about biomes of Antarctica</p> <p>Know about the Amazon rainforest</p> <p>Understand what the greenhouse effect is and which gases are involved (cross-curricular: science).</p> <p>Understand the impact of climate change on the different climate zones worldwide</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in North America</p> <p>To identify the position of North America using latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>To know major rivers around the world and where they are located (<i>revisiting the Thames River from Y3 and The Amazon River from Y5</i>)</p>
Vocabulary	Harrow, England, Edgware, city, town.		Country, Capital city, City, United	Continent, Country, Europe, Asia,	Continent, City, County, Equator,	Continent, Country, city, Europe, Border,	Greenwich meridian, Northern hemisphere,	Greenwich meridian, Northern

			Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast	Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern	Europe, United Kingdom, hills, mountains, coasts, rivers, land-use, River Thames, Source, Ocean, Sea	Boundary, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, Mexico, USA, climate change, climate zones, greenhouse effect	hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, Mexico, USA
Place Knowledge	<p>Talk about different countries they know</p> <p>Tell stories about places and journeys</p>	<p>Recognise some environments that are different to the one in which they live</p> <p>To explore the differences within countries and environments from what they have been read in class</p>	<p>Towns and countryside have similar and different geographical features.</p> <p>Name and give examples of some of the key features of their local area.</p> <p>Knows some ways countries with warmer climates might differ to the UK</p> <p>Express own views about a place, people and environment</p>	<p>Describe some of the physical and human features in their locality</p> <p>To understand how places change for better or worse over time</p> <p>To be able to recognise geographical similarities and differences between their local area and a UK town</p>	<p>Know that London is a city and that cities have different geographical features than the countryside</p> <p>To know the term 'land use' and know some ways that land use is different in the countryside than in their local area.</p> <p>Can compare geographical regions and their identifying human and physical characteristics?</p> <p>Can identify the main physical and human characteristics of the countries of Europe</p> <p>Can describe geographical similarities and differences between a region in the United Kingdom</p>	<p>Locate and label different countries/continents in the Northern and Southern hemisphere.</p> <p>Understands 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,</p> <p>To know about the single market makes trade between European countries</p>	<p>Explain and discuss a range of reasons for geographical similarities and differences between countries including South America and Antarctica</p> <p>Knows and can describe some climate conditions in different parts of the world</p> <p>Can explain how locations around the world are changing and explain some of the reasons for change</p> <p>Can describe possible causes of global warming and research the implications</p>	<p>Can identify human and physical characteristics, within North America, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p>

					and one in a European country			
Human and Physical Geography		<p>Understands the effect of changing seasons on the natural world around them</p> <p>Name the four seasons</p> <p>Begin to use language associated with the seasons</p> <p>Notices and can talk about some similarities and differences in relation to places</p>	<p>Know what is meant by 'human and physical' features and name some</p> <p>Use observational skills to sort physical and human features using aerial photographs.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, house, roads and shops, parks, fields, rivers</p> <p>Identify seasonal and daily weather patterns in the United Kingdom (months of the year, seasons, different weathers specifically for the UK)</p> <p>Knows and can explain how the weather can affect us</p> <p>Knows some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings</p>	<p>Compare local area to a town in the UK looking at similarities and differences through studying geographical features</p> <p>Study the different weather conditions at the Equator and the North / South Poles – how they differ and why?</p> <p>Can use basic geographical vocabulary to refer to: key physical features - rivers, lakes, towns, cities, counties, mountains, urban, rural, equator, poles, spherical</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features;</p>	<p>Describe key aspects and compare physical (including mountains, rivers, climate and landscape) and human geography (settlements, land use, population, economy) in the UK and an European country</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use</p> <p>Understand how some human and physical characteristics of UK / European country have changed over time.</p>	<p>Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Can describe and understands key aspects of physical geography, including: climate zones, rivers, mountains and the water cycle</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</p> <p>Climate Zones: knows that the world is split into various zones depending on the type of climate experienced.</p> <p>Biomes & Vegetation belts: Understands that distinctive climates determine the type of vegetation and animal species found in particular places around the world.</p> <p>Water Cycle: can explain condensation & evaporation in relation to weather patterns</p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</p> <p>Know what a volcanoes is and why they're formed</p> <p>Know how earthquakes occur and what happens</p>	<p>Describe and understand key aspects of physical geography, including: rivers and mountains,</p> <p>Look at specific examples of rivers and the process, which made them/affect them.</p> <p>Name and locate the key topographical features including coast, features of erosion and rivers.</p> <p>Understand how these features have changed over time.</p>

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Vocabulary	Street, house, school, church, zebra crossing, traffic lights, road, roundabout, Weather, seasons, autumn, winter, spring, summer	Factory, Farm, House, Office, Shop, Season, Weather, Beach, Cliff, Coast, Forest, Hill, Sea, River, extreme weather,	Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain, City, Town, Village, Port, Harbour	Urban, rural, settlement, Settler, Site, shelter, Food, Location, Transport, Residential	Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population, Water cycle, Evaporation, Condensation, Precipitation, Pollution, Vegetation belt, Biomes, Climate zones, Time zones	Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, Natural disaster, Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct, Water cycle, Evaporation, Condensation, Precipitation, Vegetation belt, Biomes, Climate zones, Time zones	Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth, erosion,	
Geographical skills								
Geographical skills Direction		Begin to use simple language associated to direction	Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Directions: left, right, up, down, compass directions.	Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass	Use the eight points of a compass to build knowledge of the UK and the wider world on a map.	Use the 8 points of a compass,	Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass
Vocabulary	Left, right, forwards, backwards, above, under	Near, Far, Left, Right, Bigger, Smaller, North, South, East and West	Direction, North, South, East, West, Compass	4 compass points, Compass rose, North, South, East, West, Coordinates, X axis, Y axis, direction	8 compass points, Compass rose, North, North east, South, South west, East, South east, West, North west, Coordinates	8 compass points, Compass rose, North, North east, South, South west, East, South east, West, North west, Coordinates	8 compass points, Compass rose, North, North east, South, South west, East, South east, West, North west, Coordinates, Longitude, Latitude	
Geographical skills Map Skills		Draw information from a simple map.	Use world maps, atlases and globes to identify the United Kingdom	Use world maps, atlases and globes to identify: 7 continents and 5	Use maps, atlases, globes and digital/computer mapping to locate	Use maps, atlases, globes and digital/computer mapping to locate	Use maps, atlases and digital / computer mapping to locate countries and	Use maps, atlases, globes and digital/computer mapping to locate

			<p>and its capitals</p> <p>Use world maps, atlases and globes to identify seas / oceans surrounding the UK.</p> <p>Locate 4 UK countries and their capitals on a map</p>	<p>oceans on a map</p> <p>4 UK countries and their capitals on a map and the equator, North and south poles</p> <p>Devise a simple map; and use and construct basic symbols in a key</p>	<p>European countries (including the location of Russia) and describe features studied</p> <p>Study maps to make assumptions about the different areas e.g. using map keys to identify mountainous areas, urban areas.</p>	<p>countries and describe features studied</p> <p>Use 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Write and use longitude and latitude coordinates</p>	<p>describe features</p> <p>Identify the different hemispheres on a map</p> <p>Locate and label different countries/continents in the Northern and Southern hemisphere</p> <p>Confidently use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world</p>	<p>countries and describe features studied</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.</p>
Vocabulary	map		World map, Atlas, Picture map, Story map, Map, Globe, Journey, Human, Physical, Landmark	World map, Atlas, Aerial Plan, Globe, 'Birds eye' view, Location, Route, Human, Physical, Key, Symbols, Feature	Sketch map, Aerial photographs, Feature, Human, Physical, Land use, Key, Legend, Symbols	Sketch map, OS symbols, Satellite images, Key, Legend, Landform, Ordnance Survey, longitude, latitude, coordinates	4 figure, Grid reference, Grid square, Numbers, Letters, Position, Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms	Atlas, Index, 6 Figure Grid reference, Thematic map, Ordnance Survey map, Topographical, Political, Longitude, Latitude
Geographical skills Enquiry			<p>Express own views about a place, people and environment</p> <p>Observe and record: draw and label pictures to show how places are different.</p> <p>Express opinions about the seasons</p>	<p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p> <p>Observe and record: the features around the school</p> <p>Communicate findings in different ways e.g. reports, graphs, sketches,</p>	<p>Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures and population numbers.</p>	<p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Use and explain the term 'climate zone'.</p> <p>Identify the different climate zones.</p> <p>Ask questions and find out what affects</p>	<p>Raise questions and make predictions on how they think life will be different in the two hemispheres.</p> <p>Ask questions and find out what affects the climate.</p> <p>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</p>	<p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Compare and contrast regions using the key physical and human characteristics.</p> <p>Reflect on the importance and</p>

				<p>diagrams, pictures</p> <p>Understand and be able to communicate in different ways the development of London</p> <p>Draw diagrams, produce writing and use the correct vocabulary when comparing locations</p> <p>Ask and answer questions about the effects of the Thames on London's development</p> <p>Discuss how the Thames affect human life e.g. settlements</p>	<p>the climate.</p> <p>Discuss and compare climate zones and relate this knowledge to the weather in the local area.</p> <p>To compare and contrast two differing regions</p>	<p>Reach reasoned and informed solutions and discuss the consequences for the future.</p> <p>Identify changes to be made in own lives in response to this.</p> <p>Make assumptions based on images/videos/Google Earth searches about life there and the animals, which may survive in those conditions.</p> <p>Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences.</p> <p>Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet.</p> <p>Compare life in Antarctica with life in the UK.</p> <p>Present their views in a variety of ways (diary, report etc) on what they think life in Antarctica is like. Read real accounts and compare.</p>	<p>value of the tourism industry in areas.</p> <p>Describe and explain the processes that cause natural disasters.</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p> <p>Make comparisons and reflect on the reasons for the differences.</p> <p>Study pictures of land use during three periods. Draw conclusions and develop informed reasons for the changes.</p> <p>Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps.</p>
Vocabulary	Same, different, observe	Pictogram, Books, Information,	Tally chart, Bar graph, Compare,	Questions, Initiate, Scale, Place,	Satellite images, Respond, Aerial	Primary source, Secondary source,	Fieldwork, Conduct, Research, Primary

			Pictures, Photographs, Investigate, Surroundings, Local, Environment	Changes, Observe, Non-fiction books, Maps,, Internet, Research	Investigate, Analyse evidence, draw conclusions	photographs, Source, Collect, Record, Analyse, Data, Compare, Location	Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales	source, Secondary source, Evaluate, Collect, Record, Analyse, Conclusions
Geographical skills Fieldwork			Use simple fieldwork to observe, measure and record the human and physical features from the school grounds	Use fieldwork to observe, measure and record human and physical features in the local area	Find a location in your local town- sketch maps, plans, graphs or take photographs of the area and label the physical and human features. Example: an area of a park that contains footpaths, pond etc	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	Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features from walking around the local town. Can I record the results in different ways	Traffic Survey- sustainable transport, global issue. Use fieldwork to observe, measure and record and present results in a range of ways Use different types of field work (random and systematic)