

Middlezoy and Othery Primary Geography Progression Grid

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding.

Geographical Skills and Fieldwork

Skills	<p>At EYFS: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>At Key Stage One:</p> <ul style="list-style-type: none"> GSF1: 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. GSF2: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map GSF3: 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 GSF4: 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 	<p>At Lower Key Stage Two:</p> <ul style="list-style-type: none"> GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied GSF2: Use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. GSF3: 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. 	<p>At Upper Key Stage Two:</p> <ul style="list-style-type: none"> GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. GSF2: Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. GSF3: Extend to 6 figure grid references with teaching of latitude and longitude in depth. GSF4: Expand map skills to include non-UK countries GSF5: 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.
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Location knowledge

Skills	<p>At EYFS: Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>At Key Stage One:</p> <ul style="list-style-type: none"> LK1: Name and locate the world's seven continents and five oceans LK2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>At Lower Key Stage Two:</p> <ul style="list-style-type: none"> LK1: 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 LK2: 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 LK3: 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) 	<p>At Upper Key Stage Two:</p> <ul style="list-style-type: none"> LK1: Locate main countries in Europe and North or South America. Locate and name principal cities. LK2: Compare 2 different regions in UK rural/urban. LK3: Locate and name the main counties and cities in England. LK4: Linking with History, compare land use maps of UK from past with the present. LK5: Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day
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Place Knowledge

Skills	<p>At EYFS: Children talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>At Key Stage One:</p> <ul style="list-style-type: none"> PK1: 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 in Australia. PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Sydney, Australia and Asian countries such as India and Nepal. 	<p>At Lower Key Stage Two:</p> <ul style="list-style-type: none"> PK1: 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 study of India. PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain and the Lake District. 	<p>At Upper Key Stage Two:</p> <ul style="list-style-type: none"> PK1: 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/South America. PK2: Understand geographical similarities and differences through the study of key cities linked with current world issues.
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Human and Physical Geography

Skills	At EYFS: They make observations of animals and plants and explain why some things occur, and talk about changes They know about similarities and differences between themselves and others, and among families, communities and traditions.	At Key Stage One: · HPG1: 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 use basic geographical vocabulary to refer to same.	At Lower Key Stage Two: • Pupils will describe and understand key aspects of: HPG1: Physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle and extreme weather events • HPG2: Human geography, including: types of settlement and land use, economic activity including	At Upper Key Stage Two: • Pupils will describe and understand key aspects of: HPG1: Physical geography including coasts and rivers and the water cycle including transpiration; mountains, climate zones, biomes and vegetation belts. • HPG2: Human geography including trade between UK, Europe and ROW
		• HPG2: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • HPG3: Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	trade links, and the distribution of natural resources including energy, food, minerals and water.	• HPG3: Fair/unfair distribution of resources (Fairtrade). • HPG4 : Distribution of natural resources including a study of a contrasting country in developing world

Overarching Geographical Vocabulary

Skills	At EYFS:	At Key Stage One: Weather Atlas Map Human Physical	At Lower Key Stage Two: Climate Field work Hemisphere Land use	At Upper Key Stage Two: Urban Rural Sustainable Renewable Hemisphere Biome Tropic of Cancer Tropic of Capricorn

Geography Cycle One Unit A			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	We Are Britain	Why is Castleford Unique?	Why is the Aire so important to Leeds?
Key Knowledge	<ul style="list-style-type: none"> Name and locate countries within the UK and the surrounding seas identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> Castleford was originally a Roman Settlement Castleford developed into a large town due to collieries opening Castleford is located in West Yorkshire The river Aire flows through Castleford 	<ul style="list-style-type: none"> The river Aire flows through Leeds Lees grew as a city due to the textile industry in the 16th century Leeds became a larger city when railways and canals were built due to the increase in trade Leeds is now the fastest growing city in the UK The city council is working to preserve green spaces within and around the city To explain how the city is growing and the green belt is being protected To explain how land use has changed over time in Leeds
Key skills	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; 	<ul style="list-style-type: none"> To identify key human features such as buildings To identify the different uses of building e.g. residential housing, shopping centres, transport links, schools and hospitals To identify key physical features such as streams and rivers, hills and valleys, woodland or fields To use four figure grid references to locate features To use map symbols to represent key features of the locality To use sketch maps to create maps of the locality 	<ul style="list-style-type: none"> To use six figure grid references to locate human and physical features of the city To use aerial and digital images to explain how a city has changed over time
Topic Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city, ocean	Land use Rural Urban Settlement Situation	Green belt Urban sprawl Industry Residential Developed Trade

Geography Cycle One Unit B			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Frozen Planet	The Power of the Earth – Volcanoes, Earthquakes and Tsunamis	Brazil – Rainforests

Key Knowledge	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans compare the UK with a contrasting country in the world (Antarctica) identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> The earth is made up of the crust, mantle and core The core comprises of two sections; inner core which is solid and the outer core which is liquid The crust is made up of tectonic plates which move on top of the liquid mantle When tectonic plates move this causes earthquakes When molten magma reaches the surface as lava it can form volcanoes The 'Ring of Fire' is an area of the Pacific Ocean that is shaped like a horseshoe. It is home to 90% of the world's earthquakes and 75% of the world's volcanoes. Volcanoes can be active, extinct or dormant 	<ul style="list-style-type: none"> Rainforests are located between the tropic of cancer and the tropic of Capricorn Rainforests are a hot, humid biome. The climate is characterised by high temperatures and high levels of precipitation The majority of the world's tropical rainforests are located in Brazil, South America Rainforests are structured into: emergent layer, canopy, understory and forest floor Tropical rainforests are one of the oldest biomes on Earth and therefore have a great variety of animals living there. Deforestation is the large-scale removal of trees from the rainforest
Key skills	<ul style="list-style-type: none"> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. 	<ul style="list-style-type: none"> To locate the tectonic plates of the world using an atlas To explain how volcanoes impact upon different peoples lives 	<ul style="list-style-type: none"> To use an atlas to locate the tropic of cancer, Capricorn and equator To explain how the latitude and longitude of a country affects its climate To explain the environmental impact of human intervention within the rainforests
Topic Vocabulary	World map Continent Ocean Europe Africa Asia Australasia North America South America Antarctica.	Lava Magma Molten Active Extinct Dormant Ash	Emergent layer Canopy Understory Forest floor Biome Climate Deforestation Biodiversity

Geography Cycle One Unit C			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	A bug's life	European Study – Greece	Mountains
Key Knowledge	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans compare the UK with a contrasting country in the world (Africa) identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Greece is a country located in Southern Europe, between Albania and Turkey. It borders the Aegean Sea, Ionian Sea and the Mediterranean Sea Greece consists of mainland, two peninsulas and a series of smaller islands Greece is mountainous, Mount Olympus is the highest point in Greece. Greece experiences a Mediterranean climate: mild and wet winters, followed by hot dry summers. 	<ul style="list-style-type: none"> Understand how weather is affected by altitude and typical weather on mountains Name and locate Pyrenees, Carpathians, balks Apennines and Ural mountain ranges of Europe. Name and label the features of a mountain landscape Understand that fold mountains are formed when tectonic plates collide Understand that bulge mountains are formed from areas of high pressure causing the crust to dome upwards The difficulties associated of living on/next to mountainous landscapes

Key skills	<ul style="list-style-type: none"> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. 	<ul style="list-style-type: none"> To explain why the physical characteristics of Greece make it an appealing holiday destination To explain why the human features of Greece (Acropolis and Parthenon) make it an appealing holiday destination To explain how tourism contributes to the country's economy 	<ul style="list-style-type: none"> Use contour lines to understand how height is shown on a map Interpret legends and heights shown on different maps
Topic Vocabulary	World map Continent Ocean Europe Africa Asia Australasia North America South America Antarctica. Equator	Hemisphere Peninsula Mainland Tourism Economy temperate	Range Peak Summit Legend Outcrop Ridge Snow-line Plateau foot

Geography Cycle Two Unit A			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Save our planet	Rivers	Brazil – city study and trade
Key Knowledge	<ul style="list-style-type: none"> Identify key features both human and physical of towns, cities and villages 	<ul style="list-style-type: none"> The main processes within the water cycle Typical physical features found in the upper course of a river Typical physical features found in the middle course of a river Typical physical features found in the lower course of a river How meanders are formed How waterfalls are formed The process of erosion and deposition on river banks The benefits and advantages of dams The risks and disadvantages of dams 	<ul style="list-style-type: none"> Brazil is the largest country in south America and its capital city is Brasilia The largest city in Brazil is Sao Paulo Compare key human and physical aspects of Brazil and UK e.g. climate, topography, landmarks and economy Brazil is a developing country and some people live in poverty Slums in Brazil are called favelas Brazil exports a number of resources to the UK and wider world e.g. coffee, cocoa The economic pressure to export goods cheaply and the rationale behind fair trade
Key skills	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> Use aerial photographs to categorise rivers Use fieldwork to compare two rivers 	<ul style="list-style-type: none"> use maps, atlases, and digital/computer mapping to locate countries and describe features within the city use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world;

Topic Vocabulary	City Town Village Factory Farm House Office Port Harbour shop	Evaporation Condensation Source Upper course Middle course Lower course Erosion Deposition	Trade Economy Export Produce Slum Fair trade
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Geography Cycle Two Unit B			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Let's explore	UK city study - London	Where does our energy come from?
Key Knowledge	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> Key landmarks of the city Population and locations of major cities of the UK and how they compare with London Transport links that connect London with the rest of the UK and Europe e.g. channel tunnel, major airports, high speed rail links Transport links within London (bus, rail, tube) and how this compares to Castleford The importance of the Thames in the growth of London 	<ul style="list-style-type: none"> There are renewable and non-renewable forms of energy Why are there fewer coal-fired power stations in the UK today than 50 years ago? How renewable energy is produced from wind turbines, solar power and tidal turbines The environmental impact of non-renewable energy such as oil and coal The environmental impact of disasters such as oil spills What actions we can take to reduce our energy consumption
Key skills	<ul style="list-style-type: none"> use simple compass directions and locational and directional to describe the location of features and routes on a map devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and London 	<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings
Topic Vocabulary	North South East West Key symbol	Tourism Transport land use retail leisure housing business	Renewable/ non-renewable Sustainable / non-sustainable Solar power Tidal power Nuclear power Conserve Turbines Carbon-footprint

Geography Cycle Two Unit C

Geography Cycle Two Unit C			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Great Fire of London	Wild Weather	Coastal environments
Key Knowledge	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom identify key landmarks in London suggest differences between London and Castleford 	<ul style="list-style-type: none"> The difference between weather and climate That Tornadoes form when warm, humid air collides with cold, dry air. The impact of tornadoes on people including jobs, housing and economy That flooding occurs when rivers burst their banks after prolonged or intense rainfall That many extreme weather events are associated with global warming That global warming is a long-term change in global climate 	<ul style="list-style-type: none"> Weathering is the process where rock is dissolved, worn away or broken down into smaller and smaller pieces Erosion happens when rocks and sediments are picked up and moved to another place by ice, water, wind or gravity Weathering can be a process of physical, chemical or biological weathering Coastal features can include: beaches, bays, cliffs, stacks and stumps How weathering and erosion have formed physical features How weathering and erosion may impact upon physical features in the future How coastal communities are affected by coastal erosion
Key skills	<ul style="list-style-type: none"> use simple compass directions and locational and directional to describe the location of features and routes on a map. use simple fieldwork and observational skills to study the geography of the area, including key human and physical features 	<ul style="list-style-type: none"> interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs to understand physical processes. 	<ul style="list-style-type: none"> to collect, analyse and communicate a range of data. Children can explain how the Earth's coastal features at different scales are shaped, interconnected and change over time.
Topic Vocabulary	aerial view key map symbols direction position route journey human physical	Tsunami Weather front Air pressure Tornado Climate change Global warming	Erosion Weathering Cliffs Boulder-clay Landslide Headland Dune Stack Stump deposition