

Geography Progression Grid



GEOGRAPHY	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Local Knowledge	<p>Understanding the World: Talk about members of their immediate family and community. Draw information from a simple map. Understand that some places are special to members of their community. Explore the natural world around them. Know where they live.</p> <p>Spring 1 – Me and my community</p>	<p>Name and identify the characteristics of the four countries (England, Northern Ireland, Wales and Scotland) and its surrounding seas (North Sea, Atlantic Ocean, English Channel, and Irish Sea). Autumn 1 - Bright Lights Big City.</p> <p>Name and identify the capital cities of the UK (London, Edinburgh, Cardiff and Belfast) Autumn 1 – Bright Lights Big City.</p>	<p>Find and name the 7 continents and 5 oceans</p> <p>Summer 2 – Scented Garden.</p> <p>Name some of the main cities in the UK</p> <p>Find where they live on a map of the UK</p> <p>Spring 2 - Coastlines.</p>	<p>Locate, name and locate the main countries of Europe including Russia. Animal homes and animal bones – Autumn 1</p> <p>Name the capital cities of Europe. Animal homes and animal bones – Autumn 1</p> <p>Name and locate some of the world's most famous volcanoes. Rocks, Relics and Rumbles – Autumn 2</p> <p>Name and locate many of the world's major rivers. Ancient Egypt – Spring 2</p>	<p>Identify the position of the equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Blue Abyss – Spring 1</p> <p>Name and locate many of the world's most famous mountain regions. Locate North and South America and the mountain ranges there.</p> <p>Misty Mountain, Winding River – Summer 1</p>	<p>Locate and name a range of countries represented by families in our school using a world map and atlas.</p> <p>Autumn 1 / MMM Spring 2</p> <p>Name up to 6 cities in the UK including the counties in which they are found and locate them on a map.</p> <p>Summer 1 ID Leeds</p> <p>Identify longitude and latitude. MMM Summer 1</p>	<p>Identify the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Summer 1 Darwin Delights</p> <p>Name the largest desert in the World.</p> <p>Summer 1 Darwin Delights</p> <p>Know that South America is a diverse with a variety of different climates, landscapes, human settlements and populations. Summer 2 Coming to Leeds</p>
Place Knowledge	<p>Understanding the World Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p> <p>Spring 1 – Me and my community Summer 1 – World voyager</p>	<p>Compare Leeds to another city in the UK and say the similarities and differences between them using words and pictures. Autumn 1 - Bright Lights Big City.</p> <p>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 (Addis Ababa) Autumn 1 – Bright Lights Big City.</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain their features. Summer 2 – Scented Garden.</p> <p>Compare Leeds and Yorkshire to another non-European country/city and say the similarities and differences between them using words and pictures. Summer 2 - Scented Garden</p> <p>Describe the key features of the coastline. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, Bridlington Spring 2 – Coastlines.</p>	<p>Understand trade was like in Egypt and draw comparisons Pharos Spring 1</p> <p>Understand the characteristics of Greece and Egypt and draw comparisons Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy) Ancient Egypt – Spring 2 and Pharos - Spring 1</p>	<p>Understand geographical similarities and differences through the study of a village in Yorkshire. Understand geographical similarities and differences through the study of a European country: Rome</p> <p>Roman Britain – Autumn 1</p> <p>Understand geographical similarities and differences through the study of a region in North or South America.</p>	<p>Locate Africa on a map and identify its countries.</p> <p>Benin Autumn 2 and MMM Spring 2</p>	<p>Locate South America on a map and identify its countries. Summer 2- Coming to Leeds</p> <p>Locate Africa on a map and identify its countries. Blood Heart – Autumn 2</p> <p>Explain how time zones work in the world and across South America. Summer 1- Darwin Delights</p> <p>Understand geographical similarities and differences through the study of a region in South America. Summer 1- Darwin Delights</p>
Physical Geography	<p>Understanding the World Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p> <p>Spring 1 – Me and my community Summer 1 – World voyager</p> <p>Understand the effect of changing seasons on the natural world around them. Name the different seasons and discuss the signs. Recognise different weather.</p> <p>Autumn 2 – Tell me a story Spring 2 – Nature explorer Summer 2 – Ready for change</p>	<p>Recognise physical features of a city on a map.</p> <p>Name key features associated with a city. Identify key physical features: hull, mountain, sea, ocean, river, season, weather</p> <p>Autumn 1 – Bright Lights Big City and Summer 2 – The Enchanted Woodland.</p> <p>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</p> <p>Summer 2 – The Enchanted Woodland.</p>	<p>Write down their address.</p> <p>Compare and describe physical features in their local environment (Autumn 1 – Wriggle and Crawl) and another place in the world using geographical words including the weather and seasons.</p> <p>Summer 2 – Scented Garden.</p>	<p>Describe how volcanoes and earthquakes are created.</p> <p>Rocks, Relics and Rumbles – Autumn 1</p> <p>Explain why many cities of the world are situated by rivers. Pharaohs – Spring 1</p> <p>Describe key aspects of physical geography in rivers. Pharaohs – Spring 1</p> <p>Explain how the water cycle works. Summer 2 – Grow and Flow</p>	<p>Explain why water is such a valuable commodity. Describe the key features of Mountains and how they are made. Locate mountain ranges on a map. Vegetation belts –Tundra</p> <p>Misty Mountain, Winding River – Summer 1</p>	<p>Explain how a location fits into its wider geographical location, with reference to physical features</p> <p>ID Leeds Summer 2</p> <p>Describe and understand the 6 Climate Zones and investigate their key aspects</p> <p>Sow, Grow, Farm, Autumn 1</p> <p>Understand that biomes are within climate zones and describe the Temperate Deciduous Forest Biome</p> <p>Sow, Grow, Farm, Autumn 1</p>	<p>Create sketch maps and graphs when carrying out a field study.</p> <p>Gallery Rebels – Spring 1</p> <p>Accurately use 6 figure grid references. Blood Heart – Autumn 2</p> <p>Describe, label and discuss the various biomes found in the world and specific to the continent of South America. Summer 1 Darwin Delights</p> <p>Compare our local climate to that of another area. Gallery Rebels – Spring 1</p> <p>Vegetation belt</p> <p>Summer 1 Darwin Delights</p>
Human Geography	<p>Understanding the World Recognise that people have different beliefs and celebrate special times in different ways. Talk about people from their community and name key occupations/figures (teacher, shopkeeper, imam, reverend, police officer, firefighter). Go on a local walk and spot/ identify human features.</p> <p>Spring 1 – Me and my community</p>	<p>Recognise human features on a map</p> <p>Paws Claws and Whiskers Summer 2</p> <p>Explain why they would wear different clothes at different times of the year. Identify human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Autumn 1 – Bright Lights Big City.</p> <p>Recognise and name key human features in their local environment and beyond: city, town, factory, farm, office, house, shop.</p> <p>Autumn 1 – Bright Lights Big City.</p>	<p>Compare and describe people who live in hot and cold places.</p> <p>Explain what they would wear if they lived in a hot or cold country.</p> <p>Summer 2 – Scented Garden.</p> <p>Explain what facilities a seaside town might need - consolidate key human features from year 1</p> <p>Spring 2 – Coastlines.</p>	<p>Describe how volcanoes and earthquakes affects people's lives. Rocks, Relics and Rumbles - Autumn 1</p> <p>Explain why people are attracted to live by rivers. Explain how a locality has changed over time. Pharaohs - Spring 1</p> <p>Describe the distribution of natural resources including food and describe trade links Nutrients- Summer 1</p> <p>Describe and understand climate Nutrients- Summer 1</p>	<p>Suggest different ways that a locality could be changed and improved.</p> <p>Blue Abyss – Spring 1</p> <p>Explain why a locality has certain human features.</p> <p>Roman Britain – Autumn 1</p> <p>Explain why people might prefer to live in a village than a city. Explain why people might choose to live in a city. Explain how people living in the mountains might have different lives to themselves</p> <p>Misty Mountain, Winding River – Summer 1</p>	<p>Describe how some places are similar and others are different in relation to their physical features</p> <p>Sow, Grow, Farm Autumn 1, MMM Summer 1</p> <p>Explain how a location fits into its wider geographical location; with reference to human and economical and trade features</p> <p>Summer 2, ID Leeds</p>	<p>Describe how Leeds has changed over time through migration, population increase, economic activity and cultural diversity Describe and understand key aspects of physical geography including: types of settlements and land use Describe the distribution of natural resources including energy, food, minerals and water and understand which natural resources the UK have. Gallery Rebels – Spring 1</p> <p>Describe and understand biomes Summer 1, Darwin Delights</p>

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Map skills	<p>Understanding the World</p> <p>Draw information from a simple map.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Practice following locational directions using forwards, backwards, left and right.</p> <p>Spring 1 – Me and my community</p>	<p>Use directional language (N,S,E,W) to describe a route on a map</p> <p>Use locational language: far/near, left/right, up/down</p> <p>Use world maps, atlases and globes to identify the UK and its countries.</p> <p>Autumn 1 – Bright Lights Big City</p> <p>Use world maps, atlases and globes to identify the 7 continents</p> <p>Summer 1 – Paws, Claws and Whiskers.</p> <p>Devise a simple map of their classroom and construct a key</p>	<p>Use an aerial photograph to draw a simple map using symbols for a key. (human and physical features).</p> <p>Autumn 1 – Wriggle and Crawl</p> <p>Use world maps, atlases and globes to locate hot and cold countries, North and South Poles.</p> <p>Devise a simple map of the school grounds and construct a key</p> <p>Summer 2 Scented Garden.</p> <p>Use world maps, atlases and globes to locate the capital cities and surrounding seas of the UK</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right), to describe the location of features and routes on a map</p> <p>Say what they like/don't like about their locality and the seaside.</p> <p>Spring 2 – Coastlines.</p>	<p>Use world maps, atlases and globes to locate European countries.</p> <p>Use the four compass points and use directional language to describe a route on a map.</p> <p>Animal Bones and Animal Homes – Autumn 2</p> <p>Label some features on an aerial photograph and identify them on a map of the same locality.</p> <p>Ancient Egypt – Spring 1</p> <p>Use appropriate symbols to represent different physical features on a map</p> <p>Pharaohs Spring 1, Ancient Greece – Spring 2</p> <p>Use oblique maps</p> <p>Relics, Rocks and Rumbles - Autumn 1</p>	<p>Begin to use the eight points of a compass</p> <p>Use 4 figure grid references, symbols and keys.</p> <p>Use maps and atlases by using the index.</p> <p>Blue Abyss – Spring 1</p> <p>Investigate places and themes</p> <p>Blue Abyss – Spring 1, Misty Mountain, Winding River – Summer 1</p> <p>Locate places on larger scale maps</p> <p>Begin to use thematic maps to draw their own conclusions</p> <p>Roman Britain – Autumn 2</p> <p>Begin to identify significant places and environments</p> <p>Misty Mountain, Winding River – Summer 1</p>	<p>Use the eight points of a compass with 6 figure grid references, symbols and keys.</p> <p>Sow, Grow, Farm Autumn 1</p> <p>Find possible answers to their own geographical questions</p> <p>MMM Spring 2</p> <p>Map land use</p> <p>Make detailed sketches and plans, improving their accuracy later.</p> <p>Begin to use primary and secondary sources of information</p> <p>ID Leeds Summer 1</p> <p>Analyse, evidence and draw conclusions –</p> <p>Benin Autumn, ID Leeds Summer 2</p> <p>Use digital technologies and maps of the local area to present the human and physical features</p> <p>Summer 1 ID Leeds</p>	<p>Explain scale and use maps with a range of scales.</p> <p>Recognise key symbols used on Ordnance Survey maps</p> <p>Use the eight points of a compass with 6 figure grid references, symbols and keys on an Ordnance Survey map</p> <p>Use maps/atlasses/globes/digital mapping to locate African and South American countries</p> <p>Blood Heart – Autumn 2</p> <p>Plan a journey across the UK.</p> <p>Summer 1, Darwin Delights</p>
Fieldwork		<p>Gathering Information - Name and describe what they can see around the school grounds and Lincoln Green (trip dependent)</p> <p>Investigate the local area and why people visit certain shops/places</p> <p>Sketching/drawing information - Draw features they observe.</p> <p>Sketch and draw certain aspects of physical and human geography in areas contrasting their own locality.</p> <p>Collecting audio/Visual information - Take a photo as a record of what they have seen when exploring different environments.</p> <p>Take a recording of what they have seen and heard when exploring different environments.</p> <p>Measuring - Use age appropriate mathematical knowledge to count objects when carrying out fieldwork.</p> <p>Representing Information - With support create a tally chart of found information.</p>	<p>Gathering Information - Ask an adult pre-prepared question</p> <p>Gather information using a range of methods (counting, tally, pictures etc) and say with support why they might use a certain method over another.</p> <p>Take a journey to a contrasting local area via bus, train or walking etc and gather information on what the area has.</p> <p>Investigate a contrasting local area and talk to people to find out why they have visited these areas</p> <p>Investigate an environmental issue linked to the local area and carry out a survey into it with local people</p> <p>Sketching/drawing information - Draw what they observe when collecting information Add colour, texture and detail to prepared field sketches. Add labels to correct features.</p> <p>Collecting Audio/Visual information - Take a photo as a record of what they have seen when exploring different environments and compare different photos. Take a recording of what they have seen and heard when exploring different environments and compare videos.</p> <p>Measuring - Use age appropriate mathematical knowledge to count known objects when carrying out fieldwork using different methods (tally, counting in 2s)</p> <p>Representing information - Create a tally and pictogram from information gathered. Say what they have found as a result of fieldwork</p>	<p>Gathering Information - Suggest questions to ask as part of an enquiry. Use appropriate geographical vocabulary.</p> <p>Record the main points shortly after.</p> <p>Use a database to present findings</p> <p>Sketching/drawing information - Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate sketch with descriptive and explanatory labels.</p> <p>Add title, location and direction to sketch.</p> <p>Collecting audio/Visual information - Suggest how photos provide useful evidence for their investigations. Use a camera independently.</p> <p>Locate a photo on a map. Annotate the photo.</p> <p>Suggest what sounds/images to record for their investigation. Commentate on the recording, describing and explaining what they see.</p> <p>Measuring - Use different instruments to measure.</p> <p>Count /record different types of information simultaneously with a tally.</p> <p>Representing information - Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs)</p>	<p>Gathering Information - Suggest questions to ask as part of an enquiry.</p> <p>Use appropriate geographical vocabulary. Record the main points shortly after.</p> <p>Use a database to present findings</p> <p>Sketching/drawing information - Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate sketch with descriptive and explanatory labels. Add title, location and direction to sketch.</p> <p>Collecting Audio/Visual information - Suggest how photos provide useful evidence for their investigations. Use a camera independently.</p> <p>Locate a photo on a map. Annotate the photo. Suggest what sounds/images to record for their investigation. Commentate on the recording, describing and explaining what they see.</p> <p>Measuring - Use different instruments to measure. Count / record different types of information simultaneously with a tally.</p> <p>Representing Information - Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs)</p>	<p>Gathering information - Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview. Evaluate the quality of the evidence.</p> <p>Sketching/drawing information - Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Collecting audio/Visual information - Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way. Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.</p> <p>Measuring - Select and use a range of measuring instruments in investigations including a range of measurements both. Design own census, pilot and evaluate it</p> <p>Representing information - Use mathematical knowledge to represent data using appropriate methods. Organise results electronically. Present to the class.</p>	<p>Gathering information - Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected.</p> <p>Sketching/drawing information - Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Collecting audio/Visual information - Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way. Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.</p> <p>Measuring - Select and use a range of measuring instruments in investigations including a range of measurements both metric and non-metric. Design own census, pilot and evaluate it using as data base to present findings</p> <p>Representing information - Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and compare results. Present to the class and draw own conclusions.</p>