St Mary's Hampton School Progression Grids

Subject: Geography

Scheme of Work:

Key of when topic is taught

Half term	Colour code
Autumn 1	
Autumn 2	
Spring 1	
Spring 2	
Summer 1	
Summer 2	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum reference for Locational Knowledge	**Development Matters and ELG links for Understanding the World** Explain some similarities and differences between life in this country and life in other countries,	• 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		• 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 • 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 • 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)			

	drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		
National curriculum reference for Geographical Skills and Fieldwork	**Development Matters and ELG links for Understanding the World** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	• 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 Geography – key stages 1 and 2 3 • 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.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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.

Geography Progression of Skills

Locational Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Understand the effect of changing seasons on the natural world around them	Name the four countries of the UK, capital cities and surrounding seas. (Autumn 1)	Name and locate the four countries and capital cities of the UK and its surrounding seas on a map. (Autumn 1) Name and locate the world's seven continents and five oceans using atlases. (Autumn 1)	Locate and name the continents on a World Map. (Spring 1) Locate the main countries in Europe and North or South America. Locate and name principal cities (UK, France, Germany, Italy, London, Paris, Berlin, Rome, Ecuador, Quito). (Spring 1) Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. (Spring 1) On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. (Autumn 1)	Name some of the countries on the Equator (Indonesia, Gabon, Uganda, Kenya, Somalia, Ecuador, Colombia, Brazil). (Spring 2) Identify a location on a map when the latitude and longitude are provided. (Spring 2) 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. (Summer 2) Name and locate counties and cities of the United Kingdom (London,	Use maps to locate the world's countries with a focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - USA, El Salvador, Canada, Mexico, Cuba, Brazil, Argentina, Colombia, Peru, Chile, Venezuela, Bolivia, Uruguay, Paraguay. (Autumn 2)	Identify some countries in North America and South America – USA, El Salvador, Canada, Mexico, Cuba, Brazil, Argentina, Colombia, Peru, Chile, Venezuela, Bolivia, Uruguay, Paraguay (Summer 2)

					Manchester, Birmingham, Liverpool, Oxford, Edinburgh, Bristol, York, Newcastle) , 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. (Summer 2) 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		

Geography Progression of Skills

					zones (including day and night). (Summer 2)		
Location: Geographical skills and fieldwork	Use bee-bots to learn about location.	Ask simple geographical questions. (Summer 1) (Autumn 2)	Continents/Journey/atlas work/compasses. (Autumn 2)	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate	Use maps, atlases to locate countries and describe features studied. (Summer 2)	Find a location from four-figure and six-figure coordinates. (Autumn 2)	Use linear and area measuring tools accurately (Summer 2)

Geography Progression of Skills

	Children draw simple maps. Talk about location and direction. Learn about space and planets. Earth and other planets.	Develop presentation skills. (Autumn 2)(Summer 1)	To locate places on a map and explain why places are where they are. (Summer 2) Create map of classroom using symbols as a key. (Summer 2) Devise simple map focusing on scale with a key. (Summer 2) Local fieldwork Oldfield Road. (Summer 2)	countries and describe features studied (photos). (Summer 1) Using zoom function on digital maps to locate and explore places at different scales- Google Earth (Summer 1)	Create a simple map of the classroom to scale (Summer 2)	Find differences between photographs of the same location. (Autumn 2) Find similarities between aerial photographs and maps of the same location. (Autumn 2) Find differences between maps of the same location and of different projections. (Autumn 2) Use an atlas to locate a given place. (Autumn 2) Sketch and label a map using a key. (Autumn 2)	Use Google earth to research factual information about locations and features to create a presentation (Summer 2) Orienteering (Autumn 1): • Follow routes on maps • Give directions and instructions to 8 cardinal points Align a map with a route
Key vocabulary	Map Hampton School Home Environment Earth Space	England Wales Scotland Ireland Capital Sea London	England Wales Scotland Ireland Capital Sea London	Europe Africa Asia	Longitude Latitude GMT Arctic Circle Antarctic Circle GMT	Atlas Index Co-ordinates Latitude Longitude Contour Altitude	USA Canada Mexico Cuba Brazil Argentina Colombia

Geography Progression of Skills

	Place Quiet Busy Calm Noisy Similar Same Different Old New Past Present	Cardiff Belfast Edinburgh	Cardiff Belfast Edinburgh Europe Africa Asia Oceania/ Australasia Antarctica (North/ South) America Atlantic Ocean Pacific Ocean Indian Ocean Arctic Ocean Antarctic Ocean North Sea Irish Sea Celtic Sea	Oceania/ Australasia Antarctica (North/ South) America UK France Germany Italy London Paris Berlin Rome Equator (North/ South) Hemisphere Tropics of Cancer/ Capricorn Ecuador Quito	Greenwich Meridian Hills Mountains Coasts Rivers London Manchester Birmingham Liverpool Oxford Edinburgh Bristol York Newcastle Indonesia Gabon Uganda Kenya Somalia Ecuador Colombia Brazil	Peaks Slopes Continent Country City North America South America Border Key	Peru Chile Venezuela Bolivia Uruguay Paraguay
National curriculum reference for place knowledge	**<u>Development Matters and ELG links for Understanding the World</u>** **<u>ELGs</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		• 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			

Geography Progression of Skills

	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						
Place Knowledge	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	Compare the human and physical features of capital cities London and Cairo. (Autumn 1) Begin to know the differences between town and country locations.(Autumn 1) Locate hot and cold countries of the world (UK, Antarctica, Egypt). (Summer 1) Make comparisons between different	Compare the human and physical geography of Hampton, England with Brighton. (Summer 1)	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America (England and Ecuador). (Autumn 1)	Compare daylight hours in the UK and polar regions. (Spring 2) Identify similarities (human and physical) between the UK and the tropics. (Spring 2)	Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, an area of Europe and South America (England, Denmark and El Salvador) (Spring 1)	Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and North America (England and El Salvador) (Summer 1)

Geography Progression of Skills

		places studied. (Summer 1)					
Place: Geographical skills and fieldwork	Exploring the local area seeing local landmarks.	Use world maps and globes to begin to locate some continents and countries (Europe and Africa). (Autumn 1) Produce a journey line. (Autumn 1) Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks (London, Cairo). (Autumn 1) To know that maps give information about the world. (Autumn 1)	Use maps, aerial photographs and research to find out about a place (Hampton and Brighton). (Summer 1) Know when you zoom in on maps you can see a small area in more detail. (Summer 1) To use and interpret globes, atlases and maps. (Summer 2)	Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (Summer 1) Make and use simple route maps. (Summer 1)	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. (Summer 2) Know that 6 figure grid references help you find a place more accurately than 4 figure (Summer 2) Use a scale bar to estimate and calculate distances (Summer 2)	Use an index to find a place name. (Autumn 2) Find the correct page in an atlas by using the index and recognise atlas symbols. (Autumn 2) Explain why maps have symbols on them and how these differ according to a map's purpose. (Autumn 2) Recognise some map symbols on an Ordnance Survey map. (Autumn 2) Give co-ordinates by going across first and then up. (Autumn 2)	Explain that coordinates pinpoint a geographical location. (Summer 2)
Key vocabulary	England UK World Countries	London Cairo Europe Africa	Local area National Resort Tourist	Climate Deforestation Equator Humid	Coordinates Hemisphere Observatory Polar	Latitude Arctic Circle Physical features Climate	Physical features Climate Human geography Land use

Geography Progression of Skills

	Environment Place Quiet Busy Calm Noisy Similar Same Different Old New Past Present	Egypt UK Town Countryside Temperature Thermometer Town Countryside Pro Con Country UK Island Capital city Landmark Population	Feature Physical feature Human feature Pier Promenade	Native tribes Species Weather	Precipitation Temperate Humid	Human geography Land use Settlement Economy Natural resources	Settlement Economy Natural resources
National curriculum reference for Human and Physical Geography	**<u>Development Matters and ELG links for Understanding the World</u>** ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	• 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: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		• describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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			

Geography Progression of Skills

	Explore the natural world around them, making observations and drawing pictures of animals and plants 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.						
Human and Physical Geography	Understand the effect of changing seasons on the natural world around them. Children know about similarities and	Begin to know simple features of the countries of the UK. (Autumn 1) Name weather types in the UK. (Summer 1) Identify daily changes in weather. (Summer 1)	Identify characteristics of the 4 countries in the UK. (Autumn 1) Identify location and characteristics of London and key landmarks. (Autumn 1) Identify daily and seasonal weather	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on	Describe water in its solid, liquid and gaseous state. (Autumn 2) List the main events in the water cycle. (Autumn 2) Explain that changes in	Identify important features of a settlement site. (Spring 1) Rank human needs by importance to me. (Spring 1)	Explain that a continent is a large landmass. (Summer 2) Explain that continents are groups of countries. (Summer 2)

	differences between themselves and others, and among families, communities and tradition. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	Identify seasonal changes across a year. (Summer 1) Recognise weather symbols. (Summer 1) Explain some dangers of the weather. (Summer 1) Describe human and physical features of the capital city London. (Autumn 1) Recognise housing types. (Autumn 2) Make simple observations about the weather in the UK. (Summer 1) Use basic subject specific vocabulary.(Summer 1)	patterns in the UK. (Autumn 1) Identify physical features and human features of London and Brighton. (Summer 1)	Rainforest) (Autumn 1) Introduction to Volcanoes and earthquakes – describe and understand key aspects of volcanoes, tornadoes, tsunamis, earthquakes. (Spring 1)	temperature cause evaporation and condensation. (Autumn 2) Explain that water has to be cleaned for drinking. (Autumn 2) List different types of flooding. (Autumn 2) Describe how flooding affects communities. (Autumn 2) Tell you more about one country - Iceland. (Spring 2) Describe the climate in the tropics. (Spring 2) Tell you more about one country on the Prime Meridian - UK. (Spring 2) Explain why day and night occur. (Spring 2)	Tell you the main stages of electricity distribution. (Spring 1) Identify what makes an energy source renewable. (Spring 1) Find the country or town of origin on a food label. (Spring 1) List some foods that are produced in the UK. (Spring 1) Tell you what food miles are. (Spring 1) Identify ways to reduce food wastage. (Spring 1) Tell you that food shortages are a global problem. (Spring 1) Tell you about the causes of food shortages in a country in South or Central America (EL	Describe physical features of an area of the Americas – El Salvador. (Summer 2) Describe the climate of an area of the Americas – El Salvador. (Summer 2) Describe the human geography of an area of North America - USA. (Summer 2)

						Salvador). (Spring 1) Reflect on my own role in reducing resource shortages around the world. (Spring 1) Tell you that not all mountains look the same. (Spring 2) Identify a valley and the summit, foot and slope of a mountain. (Spring 2) Draw a mountain range including the key features they have identified. (Spring 2) Tell you that mountains formed a very long time ago. (Spring 2) Describe how tectonic plates move together to create fold	

Geography Progression of Skills

						mountains. (Spring 2) Describe how lava flow creates volcanic mountains. (Spring 2) Describe what the weather is usually like on a mountain. Tell you why people might visit mountains. (Spring 2) Describe some of the negative effects of tourism on an area – Lake District. (Spring 2)	
Human and Physical: Geographical skills and fieldwork	Children explore the natural environment through play.	Ask simple geographical questions. (Summer 1) (Autumn 2) Develop presentation skills. (Autumn 2)(Summer 1) Explore geographical issues through discussion. (Autumn 2)	Use aerial photo photos and plans to recognise landmarks and basic human and physical features. (Summer 2) Use 4-point compass points and directional language to describe location of features and routes. (Summer 2) To use a map to talk about everyday life. (Summer 2)	Oblique views on maps, aerial views of high places (Spring 1) Recognise patterns on maps and begin to explain what they show. (Spring 1)	Recognise that contours show height and slope.(Autumn 2) (Summer 2)	Use a legend to find areas of higher ground on a map (relief features). (Autumn 2) Explain different ways areas of higher ground are shown on a map. (Autumn 2)	Use and compare scales including a linear scale to measure rivers. (Summer 2) Combine area and point markers to illustrate a theme. (Summer 2)

		Use basic subject specific vocabulary (directional vocabulary). (Autumn 2) Express own views and opinions about the environment and suggest simple improvements. (Autumn 2) Make simple observations. (Autumn 2) Plot and follow a simple route on a map. (Autumn 2) Recognise familiar places and features in their local area. (Autumn 2) Use maps to gather information about the local area. (Autumn 2) Locate places/landmarks on a map. (Autumn 2) Recognise basic map symbols. (Autumn 2) Use simple fieldwork skills to study the geography of the local area. (Autumn 2)				Use a scale bar to estimate and calculate distances. (Autumn 2) Describe height and slope using maps, fieldwork and photographs. (Autumn 2)	

Geography Progression of Skills

Key vocabulary	Spring Summer Autumn Winter Seasons Rainy Sunny Cloudy Stormy Hot Cold Foggy Snowy Weather Environment Place Quiet Busy Calm Noisy Similar Same Different Old New Past Present	Seasons Observations Record Temperature Thermometer United Kingdom Affects Waterproof Weather forecast Symbols Extreme Drought Flooding Blizzard Heatwave Hurricane Climate	Continent Ocean Population Landmark Australasia Desert Landmark Local area National Resort Tourist Feature Physical feature Human feature Pier Promenade	Erupt Fossils Magma Tectonic plates Crust Mantle Outer core Inner core Volcano Active Dormant Extinct Earthquake Epicentre Shock wave Magnitude Tsunami Tornado	Dams Fertiliser Particles Pesticides Pollution Reservoir Water vapour	Altitude Avalanche Crust Gorges Hypothermia Lava Magma Summit Tectonic plate Conserve Consume Fertile land Food miles Import Non-renewable energy Produced Renewable energy Solar energy Turbine	Climate Continent Country
Key knowledge for Geographical Skills and Fieldwork		Ask simple geographical questions. (Summer 1) (Autumn 2) Develop presentation skills.	To use and interpret globes, atlases and maps. (Summer 2) Use aerial photo photos and plans to recognise landmarks and basic	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features	Use maps, atlases to locate countries and describe features studied. (Summer 2) Use the eight points of a	Use an index to find a place name. (Autumn 2) Find the correct page in an atlas by using the	Explain that coordinates pinpoint a geographical location. (Summer 2)

		(Autumn 2)(Summer 1) Use world maps and globes to identify the UK and begin to locate other countries. (Autumn 1) To know that maps give information about the world. (Autumn 1) Explore geographical issues through discussion. (Autumn 2) Use basic subject specific vocabulary (directional vocabulary). (Autumn 2) Express own views and opinions about the environment and suggest simple improvements. (Autumn 2) Make simple observations. (Autumn 2) Plot and follow a simple route on a map. (Autumn 2) Recognise familiar places and features	human and physical features. (Summer 2) Use 4-point compass points and directional language to describe location of features and routes. (Summer 2) To use a map to talk about everyday life. (Summer 2) To locate places on a map and explain why places are where they are. (Summer 2) Create map of classroom using symbols as a key. (Summer 2) Devise simple map focusing on scale with a key. (Summer 2) Local fieldwork Oldfield Road. (Summer 2) Use maps, aerial photographs and research to find out about a place. (Summer 1) I know when you zoom in on maps you can see a small area in more detail (Summer 1) Continents/Journey/atlas work/compasses. (Autumn 2)	studied (photos). (Summer 1) Using zoom function on digital maps to locate and explore places at different scales- Google Earth .(Summer 1) Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (Summer 1) Make and use simple route maps (Summer 1) Oblique views on maps, aerial views of high places. (Spring 1) Recognise patterns on maps and begin to	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. (Summer 2) Know that 6 figure grid references help you find a place more accurately than 4 figure. (Summer 2) Recognise that contours show height and slope. (Autumn 2) (Summer 2) Use a scale bar to estimate and calculate distances.(Summer 2) Create a simple map of the classroom to scale. (Summer 2)	index and recognise atlas symbols. (Autumn 2) Explain why maps have symbols on them and how these differ according to a map's purpose. (Autumn 2) Recognise some map symbols on an Ordnance Survey map. (Autumn 2) Give co-ordinates by going across first and then up. (Autumn 2) Find a location from four-figure and six-figure coordinates. (Autumn 2) Find differences between photographs of the same location. (Autumn 2) Find similarities between aerial photographs	Use and compare scales including a linear scale to measure rivers. (Summer 2) Combine area and point markers to illustrate a theme. (Summer 2) Use linear and area measuring tools accurately. (Summer 2) Use Google earth to research factual information about locations and features to create a presentation. (Summer 2) Orienteering (Autumn 1): • Follow routes on maps • Give directions and instructions to 8 cardinal points • Align a map with a route

		in their local area. (Autumn 2) Use maps to gather information about the local area. (Autumn 2) Locate places/landmarks on a map. (Autumn 2) Recognise basic map symbols. (Autumn 2) Use simple fieldwork skills to study the geography of the local area. (Autumn 2) Use world maps and globes to begin to locate some continents and countries. (Autumn 1) Produce a journey line. (Autumn 1) Use a map to locate places and landmarks. (Autumn 1)		explain what they show. (Spring 1)		and maps of the same location. (Autumn 2) Find differences between maps of the same location and of different projections. (Autumn 2) Use an atlas to locate a given place. (Autumn 2) Sketch and label a map using a key. (Autumn 2) Use a legend to find areas of higher ground on a map (relief features). (Autumn 2) Explain different ways areas of higher ground are shown on a map. (Autumn 2) Use a scale bar to estimate and calculate distances. (Autumn 2)	

Geography Progression of Skills

						Describe height and slope using maps, fieldwork and photographs. (Autumn 2)	
Key vocabulary	Map Technology Programme Move Direction Forwards Backwards Route	Compass Direction Fieldwork Map Symbol	Sketch map Key Compass rose Map symbol Ordnance survey Route Compass Climate	Keys Compasses Grid References Contours	Keys Compasses Grid References Contours	Atlas Compass Digital maps Easting Grid references National Grid Northing Ordnance Survey maps Symbols	Atlas Index Coordinates Latitude Longitude Key Symbol Ordnance Survey Silva compass Legend Borders Fieldwork Measure Observe Record Map Sketch Graph