



Whaley Thorns Primary School and Nursery

Geography Progression Grid

	Foundation Year One	Year One Year Two	Year Three Year Four	Year Four Year Five	Year Five Year Six
Locational Knowledge	<ul style="list-style-type: none"> -Understand that we live in Langwith and know roughly where it is on a map of the UK -Understand what a community is -Suggest appropriate transport to get to different places -Identify land and sea on a map and globe -Begin to name and locate England, Ireland, Scotland, Wales on a map of the UK -Enjoy using a map, globe or atlas -Name some other countries in the world -Understand that there are similarities/differences in each country eg. language, weather, food, traditions -Know how we could find out about another country -Use atlases and virtual maps to identify the four countries and capital cities of the UK and surrounding seas 	<ul style="list-style-type: none"> -Use atlases and virtual maps to identify the four countries and capital cities of the UK and surrounding seas - Use a world map and globe to locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> -Name and locate countries and cities of the UK using maps, atlases, globes and virtual maps -Name and locate countries and capital cities of Europe including Russia using maps, atlases, globes and virtual maps 	<ul style="list-style-type: none"> -Name and locate countries and capital cities of Europe including Russia using maps, atlases, globes and virtual maps -Name and locate countries and major cities of the world (Africa, Australasia, Asia, North or South America) 	<ul style="list-style-type: none"> -Name and locate countries and major cities of the world (Africa, Australasia, Asia, North or South America) -Name and locate countries and major cities of the world (Africa, Australasia, Asia, North or South America)
Human Geography	<ul style="list-style-type: none"> -Talk about features of their own home, street and journey to school -Talk about places they have visited -Notice and remove litter around our school -Show an awareness of wildlife around our school and understand how we might affect it -Use locational language e.g., near, far, next to, in front of, right, left -Name and describe key features of the locality e.g. shop, town, school, houses -Link human activities to key places e.g. hospital, supermarket, station, shop 	<ul style="list-style-type: none"> -Name and describe key features of the locality e.g. shop, town, school, houses -Link human activities to key places e.g. hospital, supermarket, station, shop -Identify two contrasting settlements (one in the UK compared to a non- European) - Be able to use some key geographical vocabulary e.g. coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley 	<ul style="list-style-type: none"> -Understand the importance of recycling both at home and at school -Use given information and observations to ask and respond to questions about the environment, recognising how people affect this -Describe land use in the local area -Compare and contrast the geography and human activity of two contrasting European locations -Identify human features e.g. city, village, factory, farm, office, harbour, port 	<ul style="list-style-type: none"> -Compare and contrast the geography and human activity of two contrasting European locations -Identify human features e.g. city, village, factory, farm, office, harbour, port -Explain how climate and natural resources influence human activity and economies -Explain the effect of commercial and environmental activity on the environment and ways of improving it e.g. mining 	<ul style="list-style-type: none"> -Explain how climate and natural resources influence human activity and economies -Explain the effect of commercial and environmental activity on the environment and ways of improving it e.g. mining -Explain how human settlement and migration has impacted on the land -Show an awareness of different types of job sectors – primary, secondary, tertiary and quaternary linked to natural resources e.g oil
Physical Geography	<ul style="list-style-type: none"> -Name the four seasons and say something about each one -Understand that the seasons repeat every year in the same order -Understand that each country has similarities and differences -Communicate seasonal changes in weather patterns throughout the year 	<ul style="list-style-type: none"> -Communicate seasonal changes in weather patterns throughout the year -Locate areas and countries which are hot and cold around the world (in relation to the equator and north and south poles) 	<ul style="list-style-type: none"> - Describe and understand key aspects of physical geography including rivers and mountains - Understand physical geography relating to rocks, weathering, soils, weather, climate (Ice Age to present) and glaciation - Describe and understand key aspects of physical geography including volcanoes and earthquakes -Understand physical geography relating to geological time scales, plate tectonics, rocks, weather, soils, climate, hydrology and coast and water cycle 	<ul style="list-style-type: none"> - Describe and understand key aspects of physical geography including volcanoes and earthquakes -Understand physical geography relating to geological time scales, plate tectonics, rocks, weather, soils, climate, hydrology and coast and water cycle - Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts. -Know where food comes from including food miles and ethics (fair trade) 	<ul style="list-style-type: none"> - Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts. -Know where food comes from including food miles and ethics (fair trade) -Explain the reason why settlements exist in relation to their physical geographical location

<p>Map Skills and Fieldwork</p>	<ul style="list-style-type: none"> -Confidently find their way around the school grounds -Identify things they would see in the local area -Understand the purpose of a map or atlas -In a group, create a simple map of the outdoor area -Walk around the locality -Undertake a traffic survey 	<ul style="list-style-type: none"> -Walk around the locality -Undertake a traffic survey -Identify the Arctic and Antarctic Circles -Identify the four points of the compass - Use aerial photographs including Google Earth to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> -Map a small area of the locality using simple symbols and keys -Undertake field work in a contrasting location -Measure rainfall and temperature -Identify the Northern and Southern Hemisphere -Use OS maps and four figure grid references 	<ul style="list-style-type: none"> -Measure rainfall and temperature -Identify the Northern and Southern Hemisphere -Use OS maps and four figure grid references - Identify the equator and the Tropic of Cancer and Capricorn -Use the eight points of the compass - Present rainfall and temperature in a variety of graphs 	<ul style="list-style-type: none"> - Identify the equator and the Tropic of Cancer and Capricorn -Use the eight points of the compass - Present rainfall and temperature in a variety of graphs -Use lines of longitude and latitude to locate places -Recognise and use time zones and identify the Greenwich meridian -Use 6 figure grid references on OS maps to locate positions -Undertake a research project based on the geographical features of a country of their choice
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