

# St George's Geography Progression Grid

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase from the national curriculum framework, along with the specific vocabulary which supports this understanding. Vocabulary to be built on year on year

## Geographical Skills and Fieldwork - Digimaps and Royal geographical society – schemes to support

<b>Skills</b>	<p><b>At EYFS:</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Follow simple maps through stories eg the Bear Hunt, Rosie's walk</p>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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</li> <li>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</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>GSF2: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</li> <li>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.</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>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.</li> <li>GSF3: Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>GSF4: Expand map skills to include non-UK countries</li> <li>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.</li> </ul>
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## Location knowledge

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

<b>Skills</b>	<p><b>At EYFS:</b> Children talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>PK2: Understand geographical similarities and differences through the study of key cities linked with current world issues.</li> </ul>
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## Human and Physical Geography

<b>Skills</b>	<b>At EYFS:</b> 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.	<b>At Key Stage One:</b> □ 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.	<b>At Lower Key Stage Two:</b> • 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	<b>At Upper Key Stage Two:</b> • 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 – built on year on year

<b>Skills</b>	<b>At EYFS:</b> FS1-Town, weather, hot ,cold,here there near and far FS2 – seasons, months, days of the week, world(earth) village, countryside , park, library ,house, hill, sea. Beach, shop, map, same different, (eg with relation to the local environment	<b>At Key Stage One:</b> Weather Atlas Map Human Physical	<b>At Lower Key Stage Two:</b> Climate Field work Hemisphere Land use (patterns and how these have changed over time ( relating to comparing cities in the UK0 Settlements ) Biome Tropic of Cancer Tropic of Capricorn Hemisphere, Longitude latitude	<b>At Upper Key Stage Two:</b> Urban Rural Sustainable Renewable Hemisphere Biome Tropic of Cancer Tropic of Capricorn Hemisphere, Longitude latitude

Year A- field work unit study to included within cycle		Year B- field work unit within cycle		
	Key Stage One-		Key stage One	
	-London`s burning -where is London?	Indian spice- where is India?	Journey through Europe focus on United Kingdom	
			Poles apart ( Prospect US)- where in the world is it cold?	
Key Knowledge	<ul style="list-style-type: none"> <li>Name and locate countries within the UK and the surrounding seas</li> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>Identify human and physical features in the local area use maps, aerial photographs</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>compare the UK with a contrasting country in the world (India)</li> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul> Identify human and physical features in the local area use maps, aerial photographs	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>compare the UK with a contrasting country in the world (Antarctica)</li> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Know the seasonal weather patterns of the UK</li> </ul>
Key skills	<ul style="list-style-type: none"> <li>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;</li> <li>Identify human features – types of housing, town city , village farm</li> </ul> Use atlases maps and globes	<ul style="list-style-type: none"> <li>Pupils develop contextual knowledge of the location of globally significant places.</li> <li>They should develop knowledge about the world, the United Kingdom and their locality.</li> <li>Children begin to understand basic vocabulary relating to human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</li> <li>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;</li> <li>identify human features – types of housing, town city , village farm</li> </ul> Use atlases maps and globes	<ul style="list-style-type: none"> <li>Pupils develop contextual knowledge of the location of globally significant places.</li> <li>They should develop knowledge about the world, the United Kingdom and their locality.</li> <li>Children begin to understand basic vocabulary relating to human and physical geography.</li> <li>They identify seasons and weather in their own country and note different climates and weather patterns from other parts of the world</li> </ul>
Topic Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city, ocean City Town Village Factory Farm House Office Port Harbour shop	World map Continent Ocean Europe Africa Asia Australasia North America South America Antarctica. Equator	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city, ocean City Town Village Factory Farm House Office Port Harbour shop	World map Continent Ocean Europe Africa Asia Australasia North America South America Antarctica. Equator

Lower key stage 2				
	Year 3 – World war 1 ( Prospect Us)	Year 3 Extreme survival	Year 4 – Romans	Year 4- The world's Kitchen
	World War 1/ United Kingdom RGS planning How great is the UK?		Volcanoes, Earthquakes and Tsunamis	European study – Mediterranean country- Italy RGS
Key Knowledge	<ul style="list-style-type: none"> <li>country groupings: British Isles, United Kingdom, Great Britain. Capital cities; flags; food, music, arts, sport and traditions. Political structure: Parliament and government; Welsh and Scottish Assemblies. Iconic physical and human landmarks e.g. Giant's Causeway and Edinburgh Castle.</li> <li>UK public institutions; democratic processes, role of rule of law in safeguarding citizens, tolerance of other faiths and freedom to choose/speak.</li> <li>physical and human influences on the growth, development and functionality of cities( comparing two cities Blackpool and Birmingham)</li> </ul>	<ul style="list-style-type: none"> <li>The difference between weather and climate</li> <li>That Tornadoes form when warm, humid air collides with cold, dry air.</li> <li>The impact of tornadoes on people including jobs, housing and economy</li> <li>That flooding occurs when rivers burst their banks after prolonged or intense rainfall</li> <li>That many extreme weather events are associated with global warming</li> <li>That global warming is a long-term change in global climate</li> <li>Locate deserts and polar regions</li> <li>Look at Russia and climatic zones</li> <li>Mountainous regions of the world and how they affect climate</li> </ul>	<ul style="list-style-type: none"> <li>The earth is made up of the crust, mantle and core</li> <li>The core comprises of two sections; inner core which is solid and the outer core which is liquid</li> <li>The crust is made up of tectonic plates which move on top of the liquid mantle</li> <li>When tectonic plates move this causes earthquakes</li> <li>When molten magma reaches the surface as lava it can form volcanoes</li> <li>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.</li> <li>Volcanoes can be active, extinct or dormant</li> </ul>	<ul style="list-style-type: none"> <li>.Locational knowledge (locate the world's countries, using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, countries, and major cities)</li> <li>Place knowledge (understand geographical similarities and differences through the study of human and physical geography of a region in a European country) <ul style="list-style-type: none"> <li>Physical geography (climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography)</li> <li>Human geography (settlement, land use, economic activity and the impact of human on physical geography)</li> <li>Food and distribution</li> </ul> </li> </ul>
Key skills	<ul style="list-style-type: none"> <li>use of maps and atlases to locate countries; physical and human geographical features; questioning and analytical skills. Cross-curricular links with history (the influence of Celts, Vikings and Romans on UK culture).</li> <li>Understanding of the significance of British values</li> </ul>	<ul style="list-style-type: none"> <li>interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs to understand physical processes.</li> </ul>	<ul style="list-style-type: none"> <li>To locate the tectonic plates of the world using an atlas</li> <li>To explain how volcanoes impact upon different peoples lives</li> </ul>	<ul style="list-style-type: none"> <li><b>Geographical skills and fieldwork (map use, globes and digital/computer mapping to locate countries and describe features studied)</b></li> </ul>

Topic Vocabulary	<p>Tourism  Transport  land use  retail  leisure  housing  business  settlement  Trade and links</p>	<p>Tsunami  Weather front  Air pressure  Tornado  Climate change  Global warming  Climate zones- Scientists classify, or group, <b>climates</b> into <b>five major climate zones</b>. These <b>zones</b> classify <b>climates</b> by average temperature and precipitation. They are tropical, dry, temperate, cold, and polar.  Arctic and Antartic circle</p>	<p>Lava  Magma  Molten  Active  Extinct  Dormant  Ash</p>	<p>Hemisphere  Peninsula  Mainland  Tourism Economy temperate  Biomes longitude latitude  Equator  Tropics – Cancer and Capricorn  Trade and links</p>
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Geography upper Key stage 2				
	Year 5	Year 5	Year 6	Year 6
	Wild waters Prospect US - rivers	Mountains	Amazing Americas – Brazil -use RGS planning	Energy – where does our energy come from ?
Key Knowledge	<ul style="list-style-type: none"> <li>The main processes within the water cycle</li> <li>Typical physical features found in the upper course of a river</li> <li>Typical physical features found in the middle course of a river</li> <li>Typical physical features found in the lower course of a river</li> <li>How meanders are formed</li> <li>How waterfalls are formed</li> <li>The process of erosion and deposition on river banks</li> <li>The benefits and advantages of dams</li> </ul> <p>The risks and disadvantages of dams</p>	<ul style="list-style-type: none"> <li>Understand how weather is affected by altitude and typical weather on mountains</li> <li>Name and locate Pyrenees, Carpathians, Balkans, Apennines and Ural mountain ranges of Europe.</li> <li>Name and label the features of a mountain landscape</li> <li>Understand that fold mountains are formed when tectonic plates collide</li> <li>Understand that bulge mountains are formed from areas of high pressure causing the crust to dome upwards</li> <li>The difficulties associated with living on/next to mountainous landscapes</li> </ul>	<ul style="list-style-type: none"> <li>Brazil is the largest country in South America and its capital city is Brasilia</li> <li>The largest city in Brazil is Sao Paulo</li> <li>Compare key human and physical aspects of Brazil and UK e.g. climate, topography, landmarks and economy</li> <li>Brazil is a developing country and some people live in poverty</li> <li>Slums in Brazil are called favelas</li> <li>Brazil exports a number of resources to the UK and wider world e.g. coffee, cocoa</li> </ul> <p>The economic pressure to export goods cheaply and the rationale behind fair trade</p> <ul style="list-style-type: none"> <li>Physical geography Rainforests are located between the Tropic of Cancer and the Tropic of Capricorn</li> <li>Rainforests are a hot, humid biome. The climate is characterised by high temperatures and high levels of precipitation</li> <li>The majority of the world's tropical rainforests are located in Brazil, South America</li> <li>Rainforests are structured into: emergent layer, canopy, understory and forest floor</li> <li>Tropical rainforests are one of the oldest biomes on Earth and therefore have a great variety of animals living there.</li> </ul> <p>Deforestation is the large-scale removal of trees from the rainforest</p>	<ul style="list-style-type: none"> <li>There are renewable and non-renewable forms of energy</li> <li>Why are there fewer coal-fired power stations in the UK today than 50 years ago?</li> <li>How renewable energy is produced from wind turbines, solar power and tidal turbines</li> <li>The environmental impact of non-renewable energy such as oil and coal</li> <li>The environmental impact of disasters such as oil spills</li> <li>What actions we can take to reduce our energy consumption</li> </ul>
Key skills	<ul style="list-style-type: none"> <li>Use aerial photographs to categorise rivers</li> </ul> <p>Use fieldwork to compare two rivers</p>	<ul style="list-style-type: none"> <li>Use contour lines to understand how height is shown on a map</li> <li>Interpret legends and heights shown on different maps</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, and digital/computer mapping to locate countries and describe features within the city</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world;</li> <li>To use an atlas to locate the Tropic of Cancer, Capricorn and Equator</li> <li>To explain how the latitude and longitude of a country affects its climate</li> <li>To explain the environmental impact of human intervention within the rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings</li> </ul>

Topic Vocabulary	Evaporation Condensation Source Upper course Middle course Lower course Erosion Deposition	Range Peak Summit Legend Outcrop Ridge Snow- line Plateau foot Countries with mountain ranges	Trade Economy Export Produce Slum Fair trade	Renewable/ non-renewable Sustainable / non-sustainable Solar power Tidal power Nuclear power Conserve Turbines Carbon-footprint
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