Ash Grove Primary Academy

Geography Progression Grid

Geography at Ash Grove allows a high quality education which stimulates children's curiosity and fascination about the world and its people, this information will remain with them for the rest of their lives. Teaching geography will equip pupils with knowledge about diverse places, people, resources and natural and human environments.

	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
	Geographical skills and fieldwork		
	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	**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 six figure 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.	**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.
	Location knowledge		
	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	**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)	**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
	Place knowledge		
	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.	**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.	**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.
	Human and phyiscal knowledge		
	HPG1: Identify seasonal and daily weather patterns in the United Kngdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and use basic geograhical knowledge to refer to these. **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.	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: Trade links, and the distribution of natural resources including energy, food, minerals and water.	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 **HPG3:** Fair/unfair distribution of resources (Fairtrade). **HPG4:** Distribution of natural resources including a study of a contrasting country in developing world

	Tier 3 Disciplinary Vocabulary @ KS1:	Tier 3 Disciplinary Vocabulary @ LKS2:	Tier 3 Disciplinary Vocabulary @ UKS2:
	Weather Atlas Map Human Physical	Climate Field work Hemisphere Land use	Urban Rural Sustainable Renewable Hemisphere Biome Tropic of Cancer Tropic of Capricorn

The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The following progression highlights 'expected' level for areas of the Geography curriculum:

Geographical skills and fieldwork	Location knowledge	Place knowledge	Human and physical knowledge
At Nursery: - Know that there are different countries in the world and talk about different experiences they have lived or seen in photos e.g. families around the world, talk about each other's families and holidays - Use diverse props and puppets to talk about similarities and differences - Explore the natural world around them **Examples of specific disciplinary geography:** - Become familiar with the local environment - Explore school grounds and wildlife - Know about extended family and family members in other places - Explore traditions - Know about farms and animals - Explore the world through texts			

Geographical skills and fieldwork	Location knowledge	Place knowledge	Human and physical knowledge
At Reception: - Tell children about places in the world that contrast with locations they know well - Describe their immediate environment using observations, discussions, stories, non-fiction texts and maps	**At Reception:** - Draw information from a simple map - Offer opportunity for children to draw simple maps of their immediate environment or maps from imaginary story settings that they are familiar with.	**At Reception:** - Familiarise children with the name of the road and town the school is situated in. - Look at aerial views of the school setting, encouraging children to comment on what they notice, recognise e.g. simple features	**At Reception:** - Recognise some similarities and differences between life in this country and life in other countries - Teach children about a range of contrasting local and national environments - Explore the natural world using observations and drawing pictures of animals and plants
Examples of specific disciplinary geography: - Looking at where we live and talking about features we see on the way to school - Exploring the school grounds to look at features of the environment - Discussing where extended family members live on a map, including EAL families places of birth - Exploring Christmas traditions from around the world - Features of cities, man-made-natural - Learning that London is the capital city of England - Through learning about Amelia Earhart and the ocenas she flex across - Locate land and sea on map - Naming features of the world around us			

Repeated Vocabulary
The World, Earth, people, humans, animals, plants, nature, man-made, environment, community, tradition, geographer, ocean, country, city, town, village, map, season, weather

Geography						
	Key Stage One: Autumn		**Lower Key Stage Two: Autumn**		**Upper Key Stage Two: Autumn**	
	Cycle A-Our School	**Cycle B – Weather and Fieldwork**	**Cycle A-Villages, towns and cities**	**Cycle B- Rivers**	**Cycle A-Slums (Europe)**	**Cycle B-Local Fieldwork**
Substantive Knowledge	-Where do I live? -Where is our school? -What would you find around our school? -How do you get to school? -What would you see on your way to school?	- What is weather? - How do we make decisions? - What do we need to find out? - How can we use criteria to help us decide? - How can data help us decide? - How can you present your decision?	-Where are the worlds people? -What is a settlement? -What affects where people live? -How are settlements shaped? -What makes up a city? -How are cities and villages different places to live?	-What are the world's rivers? -How do rivers shape the land? -What landforms can create a river? -Why are rivers important to people? -What happens when a river floods?	-What is a slum? -Why do slums develop? -How are Rochinha and Dharavi similar and different? -What challenges do people face living in slums? -How can life in the slums be improved? -How can crime be tackled in slums?	-Why do fieldwork? -What tools do geographers use? (2 lessons) -How do geographers collect data? -How do geographers present their data? -What do geographers do with their data?
Disciplinary Knowledge	-They can think of a few relevant questions to ask about locality and observe what is around them. -They can say what they like about their locality. -They can tell someone their address. -To name the four points of a compass. -To begin to recognise map symbols. -They can draw a simple map. -They can describe some places which are not near the school.	-To draw a simple sketch map. -To devise simple maps and use construct basic symbols in a key. -To use atlases to identify to UK and its countries. -To use aerial photographs and plan perspectives to recognise landmarks -To use basic geographical vocabulary to refer to key human and physical features. -They can find where they live on a map of the UK.	-They can describe the main features of a village. -They can describe the main physical differences between cities and villages. -They can explain why people may choose to live in a village rather than a city. -They can explain why a place is like it is. -They can explain why people are attracted to live in cities.	-They can explain why main cities of the world are situated by rivers? -They can use maps and atlases appropriately by using contents and indexes. -They can locate and name some of the main islands that surround the UK. -They can carry out a survey to discover features of cities and villages. -They can locate the Tropic of Cancer and the Tropic of Capricorn. -They can label the same features on an aerial photograph as on a map.	-They can locate and name the main countries in South America on a world map and atlas. -They can explain how a location fits into its wider geographical location; with reference to human and economical features. -They can give extended descriptions of the physical features of different places around the world. -They can collect information about a place and use it in a report. -They can describe how some places are similar and others are different in relation to their human features.	-They can choose the best way to collect information needed and decide the most appropriate units of measure. -They can use OS maps to answer questions. -They can accurately use a 4 figure grid reference and a 6 figure grid reference. - They can create sketch maps when carrying out a field study. - They can choose the best way to collect information needed and decide the most appropriate units of measure. -They can confidently explain scale and use maps with a range of scales. -They can recognise key symbols used on ordnance survey maps. -They can make detailed sketches and plans; improving their accuracy later.
Vocabulary	Address Photograph Local area Observe Near/far Passport Distance Key Title Compass North, East, South, West Plan Aerial view Label Fieldwork Direction Frequency table	Climate Criteria Data Decision Affect Record Seasons Temperature Thermometer	Population Distribution Population density Settlement Village Town City Megacity Employment Leisure Advantage Disadvantage Hunter gatherer Nomandic people	River Landscape Lake Sea Ocean Source Mouth Erosion Transportation Sediment Deposition Riverbed River banks Landform Tributary Agriculture	Slum Settlement Densely populated Inhabitant Urbanisation Urban Rural Migration Push factors Pull factors Services Inequality Quality of life Standard of living	Fieldwork Primary data Secondary data Quantitative data Qualitative data Analysis Conclusion Evaluation Accuracy Reliability Bias Correlation

Expectation of skills progression	**Year One:**	**Year Two:**	**Year Three:**	**Year Four:**	**Year Five:**	**Year Six:**

Geography						
	Key Stage One: Spring		Lower Key Stage Two: Spring		Upper Key Stage Two: Spring	
	Cycle A-Our Local Area	Cycle B-Besides the seaside	Cycle A-Mountains and Earthquakes	Cycle B-Migration	Cycle A-Biomes	Cycle B- Population
Substantive Knowledge	-What is our local area like? -What can I observe in my local areas? - How are houses and homes different in the local areas? -What jobs do we have in our local areas? -How could we change our local areas?	-Where are our seaside's? -What are the features of the seaside? -How have seasides changed? - What is a town by the seaside like? - How are islands different to mainland?	-What is the earth made of? -What are fold mountains? -How are volcanoes formed? -How does an earthquake occur? -What happens when a volcano erupts? -What happens when an earthquake occurs?	-What is migration? -How do migrants vary? -How does migration affect people and places? -What is economic migration? -What is a refugee? -How will climate change affect migration?	-What are the Earths biomes? -What affects an ecosystem? -What is the tundra? -What is the taiga? -What is the savanna? -How are biomes being damaged?	-Where are all the people? -Why does population change? -What is a population pyramid? -What challenges can a growing population present? -How do we feed the planet?
Disciplinary Knowledge	-They can describe a locality using words and pictures. -They can tell someone their address. -They can answer some questions using different resources, such as books, the internet and atlases. -They can name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'. -They can describe some human features of their own locality, such as the jobs people do. -They can explain what facilities a town or village might need.	-They can find out about a locality by asking some relevant questions to someone else. -They can say what they like and don't like about their locality and another locality. -They can find out about a locality by using sources of evidence. -They can describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. -To locate sea side resorts in the four countries of the UK. -Use an atlas/map of the UK to locate key seaside towns and coastlines.	-They can describe how volcanoes are created. -They can describe how earthquakes are created. -They can locate and name some of the most famous volcanoes. -They can describe how volcanoes have an impact on peoples lives.	-They can identify key features of a locality by using a map. -They can use a geographical words to describe a place and the events that happen there. -They can name up to six cities in the UK and locate them on a map. -They can explain how the lives of people living in Western Asia would be different from their own. -They can explain why climate change has an effect on people moving. -They can think about the distance and time between two countries.	-Understand geographical similarities and differences through the study of key cities linked with current world issues. -Children can say where the Tropic of Cancer and the Tropic of Capricorn is on a world map. -Children can record how different biomes affect living conditions. -They can explain how a location fits into its wider geographical location; with reference to physical features. -They can map land use. -Children can locate the Arctic Circle.	-They can make careful measurements and use the data. -They can collect information about a place and use it in a report. -They can describe how some places are similar and others are different in relation to their human features. -They can explain what a place might be like in the future, taking account of issues impacting on human features. -They can use maps, aerial photos, plans and web resources to describe what a locality might be like.
Vocabulary	Local area School Home Street River Forest Stream Houses Detached Semi-detatched Terraced Cottage Bungalow Flats Caravan Job Work Continent	Visit National International Village Town City Rural Urban Tourists Local area Coastline Beach Harbour Lighthouse Promenade Pier Sand dunes St. Ives Cornwall Headland Mainland	Magma Tectonic plate Plate margin Mountain range Fold mountain Volcano Earthquake Tsunami	Migration Migrant Source country Host country Push factor Pull factor Economic migrant International; migrant Employment Refugee Asylum seeker Persecution Climate change	Biome Ecosystem Climate Deciduous Dormant Equator Fauna Flora Latitude Temperature Tropics Deforestation	Birth rate Death rate Infant mortality rate Natural increase Natural decrease Life expectancy Inequality Population Migration Population density Population distribution Rural area Urban area Sparsely populated Densely populated

Expectation of skills progression	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:

Geography						
	Key Stage One: Summer		Lower Key Stage Two: Summer		Upper Key Stage Two: Summer	
	Cycle A- Compare countries of the UK	Cycle B-Wonderful Safari	Cycle A-Water, Weather and Climate	Cycle B-Natural resources in Northern Chili	Cycle A-Energy and Sustainability	Cycle B-Globalisation
Substantive Knowledge	- What is the UK? - Where do people live in the UK? - Where are the capital cities of the UK? -Which UK countries have we visited? - What is it like in a capital city?	-Where is Kenya? -What is Kenya like? -What is the wildlife like in Kenya? -How are animals in Kenya and the UK different? -What is the community of Maasia like? -How is life different in the UK and Kenya?	-What is Earths water? -What makes up for the weather? -Why does it rain? -Why does the UK have wild weather? -What is the reason for the season? -Why is the world's weather changing?	-What are the world's natural resources? -How has the use of natural resources changed? -What resources does Chile have? -What resources does the UK have? -How does resource exploitation cause problems? -What is the circular economy?	-What is sustainability? -How do we produce energy? (2 lessons) -What is special about Curitiba? -What is special about Freiburg? -What does the future hold?	-What is globalisation? -How has globalisation changed the way we communicate? -How does globalisation affect trade? -What does globalisation have to do with fashion? -What does globalisation have to do with food? -Where will globalisation lead us?
Disciplinary Knowledge	-They can identify the four countries making up the United Kingdom. -They name some of the main towns and cities in the United Kingdom. -They can point out where the equator, North Pole and South Pole are on a globe or atlas. -They can name the major cities of England, Wales, Scotland and Ireland	-They can describe a place outside Europe using geographical words. -They can describe where Kenya is located using key words. -To name and locate the world's seven continents and five oceans. In the context of Africa (Kenya). -To 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. -To use simple compass directions (N,E,S,W) and locational and directional language to describe the location of features and routes on a map.	-They can explain how the water cycle works. -They aware of different weather in different parts of the world, especially Europe. -They can accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels). -They can begin to use 4 figure references. -They can accurately plot North, East, South and West on a map.	-They can confidently describe physical features in a locality. -They can explain how a locality has changed over time with reference to human features. -They can find different views about an environmental issue. What is their view? -They can suggest different ways that a locality could be changed and improved. -They can name a number of countries in the Northern Hemisphere. -They can describe the main features of a well known city.	-Expand map skills to include non-UK countries. -Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings. -They can map land use.	-They can give extended descriptions of the physical features of different places around the world. -They can give an extended description of the human features of different places around the world. -They can describe how some places are similar and others are different in relation to their physical features. -They can explain why globalisation affects trade. -They can use maps, aerial photos, plans and web resources to describe what a locality might be like. -They can name the largest trade in the world and give advantages and disadvantages of these. -They can explain why globalisation has helped some industries. -They can map land use with their own criteria. -They can identify what speed and scale is and how this affects trading with other countries.
Vocabulary	Boarder City Country Human features Physical features Population Settlement Town Village Wales (Cardiff) Northern Ireland (Belfast) Scotland (Edinburgh) England (London)	Nairobi Indian Ocean River Tana Mount Kenya Population Culture Great rift valley Savannah Wetlands Grasslands Endangered species Big five Migrate Extinct Maasai tribe Warriors Maize Rural Urban	Weather Climate Atmosphere Evaporation Transpiration Condensation Precipitation Surface runoff Groundwater Lake Stream River Infiltration Temperature Air mass	Natural resources Exhaustible/non renewable Consumption Abundance Scarcity Fossil fuels Renewable Extraction Mining	Sustainable Unsustainable Renewable energy Non-renewable energy Fossil fuels Pivotal Development Abode Economic Unprecedented Biodegradable Controversial Technology	Globalisation Imports Exports Trade International trade Politics Culture Cultural Technology Economy Economic Unsustainable GDP Revenue TNC

Expectation of skills progression	**Year One:**	**Year Two:**	**Year Three:**	**Year Four:**	**Year Five:**	**Year Six:**