Whitesheet Primary Academy Geography Progression Grid

The progression grid outlines the specific knowledge and geographical skills which pupils are expected to learn within each phase, over a two year cycle in EYFS & KS 1 and over a four year cycle in KS2; along with the specific vocabulary which supports this understanding.

Geographical Skills and Fieldwork Techniques

Skills are progressive children build upon these across the key stages – EYFS & KS 1 → LKS2 → UKS2

Recognise – Identify – Describe – Observe – Select - Categorise – Classify – Sequence – Compare and Contrast – Recall – Reason / Speculate – Summarise – Synthesise - Explain – Demonstrate Understanding – Empathise – Reach informed conclusions – Make Reasoned Judgements – Justify – Apply – Evaluate – Critique – Hypothesise

At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Ask simple geographical questions Explore their outdoor area, school grounds and local environment Notice and describe some of the features of the local area using appropriate geographical vocabulary and simple map work Understand the purpose of a map Draw simple picture maps Verbally express own views by using appropriate geographical vocabulary about weather and places that they like and have visited Communicate by talking, making and drawing. Use photographs to learn about features of a place. Follow simple directions (up/ down forwards, backwards)	• 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

At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
Children know about similarities and differences in relation to places, objects, materials and living things. Recognise and describe some of the features of the United Kingdom and other countries which are different from the environment they live in	• 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

At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
Children talk about the features of their own immediate environment and how environments might vary from one another. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	• 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 Physical Geography

At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
Identify some of the physical and human features observed during outdoor and local environment visits Understand the effect of changing seasons on the natural world around them Recognise some similarities in the way children live in other parts of the world Understand that children's lives in other countries may be different to their own Develop an awareness that environments change	• 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. • 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: • 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

Cycle A	Autumn EYFS KS 1	Spring EYFS KS 1	Summer EYFS KS 1
Main Historical / Geographical Enquiry	**What is the Geography of Where I live?** ***Who was George Stevenson and What did he do?***	**Why don't Penguins need to fly?**	**What does it take to be a great explorer?** **Christopher Columbus Neil Armstrong** ***Why do we love being beside the seaside?***
EYFS enquiry and stories	*Oi get off our train* John Burningham *Peters Railway the picnic* Christopher Vine *The Little Train* Grahaeme Greene	*Where do Bears live?* *Something about a bear* Martin by Jackie Morris *Let's go home Little Bear* by Martin Waddell *Life in the Boreal Forest* by Brenda Cuibeson *The Bear's Winter* Home John Yeoman *Artic White* by Danna Smith *Little Polar Bear* by Hans De Beer *Artic Life* by Sean Callery *Polar Bears* by Mark Newman	*Why is the sea so blue?* *Hello Ocean* *One Tiny Turtle* *The Snail and the Whale* by Julia Donaldson *Into the sea* by Brenda Guiberson
Enrichment/ Trips	*Train ride to Sherborne – picnic in the park* *Ride on a steam train – East Somerset Railway*		*Field work trip to Lulworth education centre*
Ancillary Questions and content focus	AQ 1: What is Geography all about? AQ 2: Where abouts in the United Kingdom do I live? AQ 3: What does GIS tell me about my local area? AQ 4: What are the main land uses within in my local area? AQ 5: How can we introduce people to physical and human Geography of our local area?	AQ 1: Where is Pip's home and what do we find there? AQ 2: How are penguins able to survive in Antartica? AQ 3: How does Antartica compare with the Sahara desert? AQ 4: How is the Artic different from Antartica? AQ 5: Why are there no Polar Bears in Antartica? AQ 6:Why do Marco and Polo find visiting each other so difficult? AQ 7: So why don't penguins need to fly?	AQ 1: How is the seaside different from other places? AQ 2: How do people enjoy themselves at the seaside? AQ 3: What else did Sally find living in the rockpools at Wembury? AQ 4: How do people affect the beach at Wembury? AQ 5: Whereabouts in the world is Wembury? AQ 6: How have our seaside holidays changed since the 1970s AQ 7: How have great Artists and composers represented the seaside?
Locational Knowledge		Continents and Oceans Lines of latitude and longitude Equator North and South Pole United Kingdom	Continents and Oceans Lines of latitude and longitude Equator North and South Pole United Kingdom
Place knowledge	Small area of the United Kingdom		
Human and physical	Physical and human features Basic subject vocabulary		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary
Skills and fieldwork	World maps atlases and globes Compass directions Aerial photographs and plans Fieldwork		World atlases and globes Compass directions Aerial photographs and plans Fieldwork
Key concepts	Location Scale Environment	Location Scale Environment	Location Scale Environment
Cross curricular links	Language and literacy Numeracy and mathematics computing		Language and literacy Numeracy and mathematics computing

Cycle B	Autumn EYFS KS 1	Spring EYFS KS 1	Summer EYFS KS 1
Main Historical / Geographical Enquiry	**What does it matter where our food comes from? Who is the greatest history maker? Guy Fawkes**	**How do our favourite toys and games compare with those of the 1960s?**	**How does Kampoog Ayer compare with where I live?**
EYFS Stories	*Mr Fawkes, the King and the Gunpowder plot* by Tony Bradman *Katie in London* by James Mayhew *A walk in London* by Salvatore Rabbino *Paddington at the Tower* by Michael Bond *Bonfire Night*	*Wilfred* Gordon McDonald by Mem Fox *Lost in a Toy Museum* by David Lucas *The Toymaker* by Martin Waddell (Walker Books, 1993) *Too Many toys*! By Heidi Deedman (Walker Books, 2015) *Lost in the Toy Museum*: an adventure by David Lucas (Walker Books, 2011) *Dogger* by Shirley Hughes (Random House, 1979) *Brown Paper Bear* by Catherine Allison (Macmillan, 2005)	*A house that once was* by Julie Fogliano and Lane Smith *Peepo* by Janet and Allan Ahlberg *Our House* by Martin Waddell
Enrichment/trips		Swindon Museum	
Ancillary Question and content focus	AQ 1: Where do dairy products come from? AQ2: Why are there so many dairy farms in Devon? AQ 3:How does Quickies Dairy Farm in Devon make cheese? AQ4: How does our list of favourite fruit and vegetables compare with the favourites of other people? AQ5:Why is it important to know all about sugar? AQ 6: Why does John have so many happy customers at his shop?		AQ 1:How do people's homes in Kampong Ayer compare with mine? AQ 2:How does the weather at Kampong Ayer compare with the weather where I live? AQ 3:ow do people in Kampong Ayer travel around compared with how people travel around where I live? AQ 4:How does going to school in Kampong Ayer compare with my school? AQ 5:How does the natural environment around Kampong Ayer compare with the natural environment around here? AQ 6:How does the GIS imagery of Kampong Ayer compare with the images of where I live?
Locational Knowledge	Continents and Oceans Lines of latitude and longitude Equator North and South Pole United Kingdom		Continents and Oceans Lines of latitude and longitude Equator North and South Pole United Kingdom
Place knowledge			
Human and physical	Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary
Skills and fieldwork	World maps atlases and globes Compass directions Aerial photographs and plans Fieldwork		World maps atlases and globes Compass directions Aerial photographs and plans Fieldwork
Key concepts	Environment Location Scale		Environment Location Scale
Cross curricular links	Language and literacy Numeracy and mathematics computing		Language and literacy Numeracy and mathematics computing

Cycle A	Woodpeckers EYFS & KS 1 Curriculum Plans		
	Autumn	Spring	Summer
	KS2	KS2	KS2
Main Historical / Geographical Enquiry	**1. What is the secret of the Standing Stones?** **2. How do artefacts help us understand the lives of people in Iron Age Briton?**	**What is a river?** **Why is the Nile so important to the Egyptians?**	**How did a pile of dragon bones help to solve an Ancient Chinese mystery?**
Stories	**Stone Age Boy**		
Enrichment/fieldwork			
Ancillary Questions and content focus		**AQ 1:** How does the course of the River Axe change from source to mouth? **AQ 2:** How does the course of my local river change from source to mouth? **AQ 3:** Why are river estuaries such important places for wildlife? **AQ 4:** Why are rivers such an important part of the water cycle? **AQ 5:** How has the Isle of Dogs changed since the reign of Henry VIII **AQ 6**: Why is river flooding such a problem in Bangladesh? **AQ 7:** How did Bedrich Smetana use music to describe the course of his beloved national river? **AQ 8:** How do we know what happened to the River Thames during the 'Little Ice Age'?	
Locational Knowledge		Latitude and longitude Northern and southern hemisphere Europe including Russia and Egypt United Kingdom	
Place knowledge		A region of the United Kingdom Natural Resources Rivers and the water cycle	
Human and physical			
Skills and fieldwork		Maps atlases globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	
Key concepts		Environment Sustainability Interaction Interdependence	
Cross curricular links		History Music Language and Literacy Numeracy and Mathematics Computing and Science	

Cycle B	Autumn KS2	Spring KS2		Summer KS2
Main Historical / Geographical Enquiry	**1. Who were the Anglo-Saxons and how do we know what was important to them? 2. What did the Vikings want and how did Alfred help to stop them getting it?**	**How and why is my local environment changing? Why do people live in mega cities?**		**How significant was the Blitz? (Historical Association) Why was winning the Battle of Britain in 1940 so important?**
Stories	Beowulf			Goodnight Mr Tom
Enrichment/fieldwork				
Ancillary Questions and content focus		AQ 1: How has my local area changed in the past? AQ 2: How did my local area change as a result of World War 1? AQ 3: How and why does the Quality of the environment change in my local area? AQ 4: How do Nasa satellite images inform us of environmental changes on a global scale?	AQ 1: What are mega cities and where are they located? AQ 2: Why did Baghdad become the first city in the world with one million people? AQ 3: Why is Milton Keynes the fastest- growing city in the UK? AQ 4: Why is Brasilia the fasted growing city in Brazil? AQ 5: How do the advantages of living in a cities compare with the disadvantages?	
Locational Knowledge		United Kingdom	Europe including Russia North Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere	
Place knowledge				
Human and physical		Settlement and Land use	Settlement and land use Economic activity and trade	
Skills and fieldwork		Maps atlases globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	Maps atlases globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	
Key Concepts		Location Scale Environment	Location Interdependence Distribution Change Interaction	
Cross curricular links		Language and Literacy Numeracy and mathematics Computing Science History	Literacy and Language Numeracy and mathematics Computing History	

Cycle C	Golden Eagles – LKS 2 & UKS 2 Curriculum Plans			
	Autumn	Spring		Summer
	KS2	KS2		KS2
Main Historical / Geographical Enquiry	**How did the arrival of the Romans change Britain?**	**Why are Jungles so wet and deserts so dry?**	**How is climate change affecting the world?**	**Why did the ancient Maya change the way they lived?**
Stories				
Enrichment/fieldwork				
Ancillary Questions and content focus		AQ 1: Why is climate so different across the United Kingdom? AQ 2: What are the worlds climates? AQ 3: How do climate graphs help geographers compare the climate of one place with another? AQ 4: How does the climate affect the plants and animals living in a place? AQ 5: Why is the Amazon Rainforest so wet and humid? AQ 6: Why is Africa the driest inhabited place on Earth?	AQ 1:Why is Elhaji cleaning shoes on the streets of Banjul? AQ 2: Why can't Olivia afford to insure her home? AQ 3: Why are people living in Star Cross making flood plans? AQ 4: Why do Lars and Sophie disagree about how nice the weather is? AQ 5: Why are people all over the world noticing that the weather they are used to is changing? AQ 6: What have the countries of the world agreed to do about Global warming?	
Locational Knowledge		United Kingdom Latitude and longitude Northern and Southern Hemisphere	North America United Kingdom Latitude and Longitude Northern and southern hemisphere	
Place knowledge				
Human and physical		Climate zones Biomes and vegetation belts	Climate zones biomes and vegetations types of settlement and land use natural resources	
Skills and fieldwork		Maps atlases globes and digital/computer mapping Eight points of compass Map symbols and key	Maps atlases globes and digital/computer mapping Map symbols and key	
Key Concepts		Environment Diversity Interaction Sustainability	Sustainability Distribution Interdependence Interaction	
Cross curricular links		Language and literacy Numeracy and mathematics Computing science	Maps atlases globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	

Cycle D	Autumn KS2	Spring KS2		Summer KS2	
Main Historical / Geographical Enquiry	**The story of The Trojan Horse: historical fact, legend or classical myth?**	**How can we live more sustainably?**	**Why is it fair trade?**	**Why do Earthquakes cause so much damage?**	**How do volcanoes affect the lives of people in Hiemaey?**
Stories					
Enrichment/fieldwork					
Ancillery Question and content focus		AQ1: What does being sustainable actually mean? AQ 2: How can we help to make our school more sustainable? AQ 3: Why are we seeing more wind and solar farms in the countryside? AQ 4: How is sustainable development helping the lapwing out of the red? AQ 5: How are solar cookers helping Sunita and her family to live more sustainably?	AQ 1: Why was this road so important 2000 years ago? AQ 2: Why does Marco Polo visit the United Kingdom every eleven weeks? AQ 3: What does the United Kingdom export to the people of China? AQ 4: Why isn't trade always fair for some people such as Melvin? AQ 5: Why is Fair Trade fair?	AQ 1: Why won't Paula and Richard forget 22 February 2011? AQ 2: How has New Zealand been affected by earthquakes in the past? AQ 3: Why does New Zealand have so many earthquakes? AQ 4: Why don't the largest earthquakes always cause the most death and destruction? AQ 5: Why do most volcanoes happen in the same places as earthquakes?	AQ 1:Where does Saethor take is dog Tiry for a walk every day? AQ2 :Where do Saethor and Tiry live? AQ3: How do Geographers describe the Westman Islands? AQ4: How does the physical and human Geography of Hiemaey compare with where I live? AQ5:Why are there so few trees on West Hiemaey? AQ6: Why are there volcanoes on Hiemaey? AQ7: How were the people of Hiemaey affected when Eldfell erupted? AQ8: Why do people of Hiemaey go on living next to a volcanoe?
Locational Knowledge		United Kingdom	Europe including Russia South America United Kingdom Latitude and longitude Northern and southern hemisphere		
Place knowledge					
Human and physical		Natural zones	Climate zones Economic activity and trade Natural resources		
Key concepts		Sustainability Interdependence	Location Interaction Sustainability diversity	Process	Process
Skills and fieldwork		Maps atlases globes and digital/computer mapping Fieldwork-observe, measure, record and present	Maps atlases globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of ordenance survery maps		

Cross curricular links		Language and literacy Numeracy and mathematics Computing Science Design and technology	Language and literacy Numeracy and mathematics Computing Science history		