



Willow Wood Community Nursery and Primary School Geography Progression Grid



The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding.

Geographical Skills and Fieldwork

| Skills | At EYFS: | Year 1: | Year 2: | Lower KS2: | Upper KS2: |
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| Skills | <p>At EYFS:</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> | <p>Year 1:</p> <p>GSF1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the capital cities.</p> <p>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.</p> <p>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.</p> <p>GSF4: Use simple fieldwork and observational skills to study the geography of their school and its grounds(Term1) and the key human and physical features of its surrounding environment.(Term 2).</p> | <p>Year 2:</p> <p>GSF1: Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage.</p> <p>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.</p> <p>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.</p> <p>GSF4: Use simple fieldwork and observational skills to study the geography of their school and its grounds(Term1) and the key human and physical features of its surrounding environment.(Term 2).</p> | <p>Lower KS2:</p> <p>GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>GSF2: Use the eight points of a compass, two-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>GSF3: Use fieldwork (every term) 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.</p> | <p>Upper KS2:</p> <p>GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>GSF2: Use the eight points of a compass, four (Y5) and six-figure (Y6) grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>GSF3: Use fieldwork (every term) 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.</p> |

Locational knowledge

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| Skills | <p>At EYFS:</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> | <p>Year 1:</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | <p>Year 2:</p> <p>Review skills: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>LK1: Name and locate the world's seven continents and five oceans.</p> | <p>Lower KS2:</p> <p>LK1: Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Cycle A).</p> <p>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. (Cycle B).</p> <p>Locate the world's countries, focusing on Europe and North and South America.</p> | <p>Upper KS2:</p> <p>LK2: Name and locate counties and cities of the United Kingdom. (Cycle A).</p> <p>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). (Cycle B).</p> <p>LK1: Locate the world's countries capital and major cities, using maps to focus on Central America concentrating on their environmental regions, key physical and human characteristics, countries, and capital cities (Cycle A).</p> <p>LK1: Locate the world's countries capital and major cities, using maps to focus on South America (Autumn), North America (Spring). (Cycle B).</p> |
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Place knowledge

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| Skills | <p>At EYFS:</p> <p>Children talk about the features of their own immediate environment and how environments might vary from one another.</p> | <p>Year 1:</p> <p>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.</p> | <p>Year 2:</p> <p>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.</p> <p>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.</p> | <p>Lower KS2:</p> <p>PK1: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. (Cycle B.)</p> <p>PK1: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. (Cycle A.) E.g. Athens, Naples.</p> | <p>Upper KS2:</p> <p>PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (North West, Lake District, Liverpool, Manchester) and a region within North/South America. (Cycle B.)</p> |
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Human and Physical Geography

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| Skills | <p>At EYFS:</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>Year 1:</p> <p>HPG1: Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> | <p>Year 2:</p> <p>HPG1: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> | <p>Lower KS2:</p> <p>Pupils will describe and understand key aspects of:</p> <p>HPG1: Physical geography, including: rivers (links to history settlements). (Cycle A.)</p> <p>HPG1: Physical geography, including: rivers, volcanoes (link to Pompeii) and earthquakes, and the water cycle. (Cycle B.)</p> <p>HPG2: Human geography, including: types of settlement and land use, economic activity including energy, food, minerals and water.</p> <p>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</p> <p>Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>For both above: (Cycle A.)-concentrating on Europe. (Cycle B.)- UK elements.</p> | <p>Upper KS2:</p> <p>Pupils will describe and understand key aspects of:</p> <p>HPG1: Physical geography, including: climate zones, biomes and vegetation belts, rivers, volcanoes and earthquakes, and the water cycle. (Cycle B.)</p> <p>HPG2: Human geography, including: types of settlement and land use, economic activity including energy, food, minerals and water.</p> <p>Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.</p> <p>Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>For both above: (Cycle A.)-concentrating on Central America. (Cycle B.)- North and South America.</p> |
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Overarching Geographical Vocabulary

| | | Human features. | Physical features. | Specific content Geographical map skills and fieldwork. | Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce. | Challenge for this age group. |
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| | EYFS | Building Town farm road park path people, | Beach sea lake river desert mountain / hill countryside forest / wood weather seasons | Map, local, place, globe | Village city shop land house motorway language world water pond | |

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| | <p>KS1</p> <p><i>Add extras according to your class enquiry</i></p> | <p>As above plus...</p> <p>key human features city, town, village, factory, farm, house, office, port, harbour shop Capital city country</p> | <p>Physical As above plus...</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather Marine</p> | <p>As above plus...</p> <p>name and locate the world's 7 continents and five oceans</p> <p>Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian</p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel</p> | <p>As above plus...</p> <p>Environment recycle Compass Compass points: East North South West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European</p> <p>Words linked to the local area – specific to each school.</p> | <p>Scale route planner grid vegetation urban rural challenge diverse places, resources and natural and human environments,</p> |
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| | <p>Lower KS2</p> <p><i>Add extras according to your class enquiry</i></p> | <p>Human geography</p> <p>As above plus...</p> <p>Urban region Europe Country County Economy Trade Energy</p> | <p>Physical geography</p> <p>As above plus...</p> <p>Landscape Hills and mountains N.B. including the UK names e.g. Pennines Grampians, Cambrians Southern Uplands Cotswolds North and South Downs etc.) coast Rural Climate Erosion deposition earthquake volcano water cycle Alps Geology Minerals and rock types e.g Chalk, Slate Granite Sandstone Biomes/ Vegetation belts e.g. Tundra Coniferous & Deciduous Forest Mediterranean Mountainous Desert</p> | <p>Specific content</p> <p>Geographical map skills and fieldwork</p> <p>As above plus...</p> <p>Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Contours Symbols Minerals Rocks</p> <p>European country and capital city names (Differentiate the number for challenge according to ability)</p> | <p>Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce</p> <p>As above plus...</p> <p>globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time.</p> <p>Words linked to the local area – specific to each school.</p> | <p>Challenge for this age group</p> <p>Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services Precipitation Tropics of Capricorn and Cancer terrestrial GIS - Geographical Information systems</p> |
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| | <p>Upper KS2</p> <p><i>Add extras according to your class enquiry</i></p> | <p>Human geography</p> <p>As above plus...</p> <p>Trade Deforestation Derelict Economy</p> | <p>Physical geography</p> <p>As above plus...</p> <p>Tributary confluence meander ox bow estuary mouth source biomes climate zones</p> | <p>Specific content</p> <p>Geographical map skills and fieldwork</p> <p>As above plus...</p> <p>GIS - Geographical Information systems Analysis of data and statistics Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences</p> <p>North, Central and South American country and capital city names (Differentiate the number for challenge according to ability)</p> | <p>Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce</p> <p>As above plus...</p> <p>spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems</p> <p>Words linked to the local area – specific to each school.</p> | <p>Challenge for this age group</p> <p>Relief Digital mapping</p> |
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