



Beeston Primary School Geography Progression Grid



Geography raises and answers questions about the natural and human worlds and inspires fascination about the world and its people. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills to be applied both inside and outside the classroom.

Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development.

Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

	Fieldwork skills	Vocabulary	Map skills	Enquiry skills (questioning, thinking and solving- human and physical geography)
EYFS	-I can use my senses to observe places around me. -I can identify simple types of buildings & places around me and know their own special features. -I can observe and talk about places that we have visited.	-I know & can use simple geographical vocabulary e.g. near/far up/down, wet, dry. - Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present	-I can follow directions – up, down, left and right. -I can look at maps and point out things I can see. -I can play games with globes & maps. -I can draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories.	-I can identify and describe features of my local/immediate environment -I can use photos to locate places in the local environment. -I can talk about my local area and the things I recognise.
Year 1	-I can use simple fieldwork and observational skills to study the geography of my school and its grounds. -I can complete a chart to express opinions during Fieldwork. -I can recognise and record different types of land use, buildings and environments.	<u>Local area:</u> Local area, job, work, route, aerial view, house/home, compass, north, east, south, west, map, fieldwork, locate, village, town, city, county, country, continent, flats, detached, semi-detached, terraced, school, church, symbol. <u>Continents and oceans:</u> North America, South America, Africa, Europe, Asia, Australasia, Antarctica, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean <u>What if we lived in Antarctica:</u> Antarctica, cold, climate, explorer, Southern Ocean, continent	<u>Using maps</u> -I understand a map is about a place -I can use a simple picture map -I can use a globe and understand it is the world -I can use comparing words such as bigger/smaller, near/far -I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <u>Drawing maps</u> -I can make a simple map (e.g. from a story). <u>Direction</u> -I can follow directions such as up, left, backwards	-I can ask and answer simple questions -I use information books and pictures to find out information -I investigate my surroundings -I make observations about my local area

Year 1 GDS	-I can do simple fieldwork sketches independently - I can decide how to record land use during an investigation (buildings and environment)		-I understand that an aerial photograph of my local area is the same location from a different perspective - I can find a simple target on a map	-I can name different jobs that people might do in their area - I can give my opinion about what I like and dislike about my local area
Year 2	-I can use simple fieldwork and first-hand observational skills to study the geography of my school and its grounds and use related vocabulary. -I can conduct a simple survey -I can recognise and record simple key physical and human features of different places including landmarks	<u>Protecting our Planet:</u> Protection, environment, planet, Earth, resource, human, physical, rainforest, pollution <u>Welcome to our World:</u> UK, continent, country, ocean, maps, globe, atlas, world, features, journey, travel, hot, cold, north pole, south pole, location, Europe, landmarks, aerial. <u>Amazing Africa:</u> Yorkshire, Africa, UK, England, Country, compare, location, same, different, features, map	<u>Using maps</u> - I can use an atlas to identify key features of the world -I understand why maps need a key -I can locate places on smaller and larger maps - I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features -I can follow a route on prepared maps (left/right) & find information. <u>Drawing maps</u> -I can draw picture maps of real and imaginary places -I can construct basic symbols in a key <u>Direction</u> -I can use North, South, East and West to describe location	-I ask and answer simple questions -I think about why things happen -I use non-fiction books, photos and the internet to find out information -I investigate my surroundings and make simple comparisons
Year 2 GD	-I can draw simple conclusions from my survey independently.		-I begin to use compass directions -I can read and understand a key independently	-I can infer how living in a certain location can affect people and their lifestyle -I understand what buildings in my environment are for
Year 3	-I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs -I can carry out a simple questionnaire. -I am able to use simple equipment to measure and record.	<u>Natural Disasters</u> Volcano, plates, core, mantle, tectonic, crust, boundaries, magma, ash cloud, central vent, eruption, lava, continent, tectonic plates, map, Europe, North America, Pacific Ring of Fire, eye-witness, effects, eruption, impact, advantage, disadvantage, effects, short-term, long-term, rubble, aid, survival kit, human, features, drill, aid, preparation, Venn diagram,	<u>Using maps</u> -I can locate places on maps according to where I am learning about including large scale OS maps -I begin to use maps sites on the internet -I can follow a route on a map - I can use atlases to find places using index/ contents. <u>Drawing maps</u> -I can draw a simple and accurate sketch map <u>Direction</u> -Use the four compass points to follow and give directions -Use letter or number coordinates to find features on a map	-I ask and answer questions -I use books, photos, maps, atlases and the internet to find out information -I investigate places and find out about physical and human geography -I collect and record evidence to make comparisons

Year 3 GD	-I can decide what equipment would be suitable to measure and record	<u>United Kingdom</u> north, south, east, west, atlas, map, England, Scotland, Wales, Northern Ireland, sea, ocean, island, English Channel, Irish Sea, Atlantic Ocean, North Sea, county, West Yorkshire, London, capital, population, immigrant, settlement <u>Modern Greece</u> Europe, European Union, Germany, Italy, Mediterranean, Poland, Scandinavia, polar, Russia, Spain, temperate, Ukraine, France, civilisation, leisure, resort, Mediterranean Sea, service, industry, tourism, border. Greece. Syria, migrant, refugee, agricultural, coastal, industrial, mountain, residential, rural, urban, wilderness, Athens, Attica, itinerary. Parthenon, Peloponnese, Piraeus, port, Acropolis, climate, pollution	-I can find the longest and shortest route on a map - I can confidently read and understand a large-scale OS map	-I am able to use books, photos, maps, atlases and the internet to find out information independently and choose which of these resources would be the most suitable.
Year 4	-I can conduct surveys/questionnaire. - I can map evidence from fieldwork e.g. sketch annotated views. -I apply some mathematical skills in data handling to Geography fieldwork.	<u>Rainforests:</u> Rainforest, Equator, continent, Amazon, Congo, forest floor, understory, emergent, canopy, logging, tribe, biome, okapi, logging, Aka people, nomadic, hunter-gatherer, deforestation, ecosystem, indigenous, fell, farming, oxygen, fertile, carbon dioxide, biodiversity, Manaus <u>South America:</u> Cerro Aconcagua, Lake Titicaca, São Paulo, Southern Hemisphere, La Paz, Ushuaia, Brasilia, latitude, longitude, time zone, tropical, Brasilia, Northern Hemisphere, Southern Hemisphere,	<u>Using maps</u> -I can find places on large and medium scale OS maps -I can use maps sites on the internet -I begin to recognise some symbols on OS maps - I am beginning to understand scale and distance on a map, using and applying mathematical skills. <u>Drawing maps</u> -I can draw a simple and accurate sketch map and begin to use symbols <u>Direction</u> -Begin to use 8 compass points -Use letter or number coordinates to find features on a map with confidence	-I ask and answer questions, sharing my ideas and considering others -I use books, maps, atlases, the internet, satellite and aerial photos to find out information -I investigate places and physical/human themes -I can collect and record evidence to make comparisons and record in different ways including diagrams, charts and writing at length

Year 4 GD	-I can independently analyse the data I have collected to draw conclusions including using some mathematical data	population, region, recreation, culture, Favela, trade, export, manufacturing, mining, port, tourism, trade, culture, development recreation, Olympic Games <u>Whitby:</u> United Kingdom, Wales, Scotland, England, Ireland, map, atlas, content, index, locate, Whitby, satellite images, map, locate, United Kingdom, England, town, pier, marina, abbey, human features, physical features, field work, observe, record	-I am confident at the use of scale and distance on a map and know the appropriate scale map to select	-I can explain how people are trying to manage their environment
Year 5	-I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies. -I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes. -I can carry out a focused in-depth study, looking at issues/changes in the area. -I can imagine how & why area may change in future.	<u>Rivers:</u> water cycle, evaporation, overland flow, mouth, channel, condensation, precipitation, hydro-electric power, crops, transporting, recreational, source, mouth, tributary, v-shaped valley, waterfall, ox-bow lake, meander, dam, irrigation, floodplain, Thames Barrier, sandbag, embankment, continent, country, world river <u>North America:</u> The Caribbean, Central America, Denali, Great Lakes, latitude, longitude, Mississippi River, Northern Hemisphere, Western Hemisphere, Canada, Mexico, state, glacier, habitat, mountain range, national park, wilderness, wildlife, Cascades, eruption, mountain range, north-west, facilities, state, human features, landscape, location, physical features, north-east, rural, state, urban <u>Mountains</u> Mountain, summit, hill, mountain range, Landform, plates, mantle, fold, slope, valley, fault-block, volcanoes, summit, dome, climate, avalanche, Equator, UK, Three Peaks Challenge, environment, Himalayas, mountain range, valley, terracing, porters, mountaineers, Seven Summits, mountain ranges, region	<u>Using maps</u> -I can compare maps with aerial photos -I can select a map for a specific purpose -I can align a map with route. -I can use index and contents pages accurately -I can measure straight line distance using scales <u>Drawing maps</u> -I can draw a sketch map using symbols and a key <u>Direction</u> -I can use 8 compass points - I can use 4 figure grid references to locate features on a map	-I begin to suggest questions for investigating -I begin to use primary and secondary sources -I investigate places on a larger scale and describe processes that cause human and physical geography to occur and the effects these have -I can collect and record evidence independently -I can analyse evidence and draw conclusions -I can apply Maths skills to my work
Year 5 GD	-I can collect, analyse & communicate with range of data gathered in experiences of fieldwork		I can use 4 figure grid references to locate features on a map confidently and am beginning to understand 6 figure grid references	I understand and can report on the ways humans have improved and damaged the environment I can predict what a place might be like in the future taking physical and human features into account
Year 6	-I can carry out a focused in-depth study, looking at issues/changes in the area - I can explain most of the results and show links between them.	<u>Map skills:</u> Latitude, longitude, equator, hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Greenwich Meridian/ Greenwich mean time, time zones, daylight saving time,	<u>Using maps</u> -I can follow a short route on an OS map and identify features shown -I can use atlases to compare features of places -I can use a scale bar to measure distances	-Confidently suggest questions for investigation -Use primary and secondary sources and understand their limitations

	-I can collect, analyse & communicate with range of data gathered in experiences of fieldwork -I can understand height / slope in field work and relate to maps and photographs (contours).	climate, weather, climate zone, the tropics, the poles, temperate, eastings, northings, grid references, scale, scale bar, convert, scale drawing, ratio <u>Our Changing World:</u> Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion, coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, deposition, border, invasion, empire, union, political, colony, development, regeneration, protection	-I can show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe. <u>Drawing maps</u> -I can create a coded land use map of the local area <u>Direction</u> -I can use 8 compass points confidently and accurately -I can use 6 figure grid references	-Investigate places on a larger scale and describe processes that cause human and physical geography to occur, including how some processes depend on or relate to one another -Collect and record evidence independently -Analyse evidence and draw conclusions -Regularly apply maths skills to help my understanding
Year 6 GD	-I can apply my knowledge of maps routinely in fieldwork - I can collect increasingly complex information from fieldwork and make my own links	<u>Trade and economics:</u> balance of trade, commodity, industrial manufactured, minerals, raw materials, resource, textiles, import, export, container, distribution, producer, route supply chain, transportation, environment, ethical, food miles, supply chain, sourcing, inputs, fair trade, social premium, world market price, partnership, environment	-I can draw measured plans e.g. from field data. -I can interpret topographical and thematic mapping	I draw upon my knowledge & understanding beyond the local area, UK, Europe, N & S America to suggest suitable questions and make decisions based on knowledge, understanding and facts. I use ICT to enhance learning & present findings.