



Ireby Geography Progression Grid
 'Created to do Good' Ephesians 2:10

<p>Ask simple geographical questions</p> <p>Explore their outdoor area, school grounds and local environment</p> <p>Notice and describe some of the features of the local area using appropriate geographical vocabulary and simple map work</p> <p>Understand the purpose of a map</p> <p>Draw simple picture maps</p> <p>Verbally express own views by using appropriate geographical vocabulary about weather and places that they like and have visited</p> <p>Communicate by talking, making and drawing.</p> <p>Use photographs to learn about features of a place.</p> <p>Follow simple directions (up/ down forwards, backwards)</p>	<p>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>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>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</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries</p> <p>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.</p>
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Location Knowledge			
<p>At EYFS:</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Recognise and describe some of the features of the United Kingdom and other countries which are different from the environment they live in</p>	<p>At Key Stage One:</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>At Lower Key Stage Two:</p> <p>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</p> <p>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</p> <p>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)</p>	<p>At Upper Key Stage Two:</p> <p>Locate main countries in Europe and North or South America. Locate and name principal cities</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>



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Place Knowledge			
<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>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<p>At Key Stage One:</p> <p>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.</p> <p>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>At Lower Key Stage Two:</p> <p>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.</p> <p>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.</p>	<p>At Upper Key Stage Two:</p> <p>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.</p> <p>Understand geographical similarities and differences through the study of key cities linked with current world issues.</p>
Human and Physical Geography			
<p>At EYFS:</p> <p>Identify some of the physical and human features observed during outdoor and local environment visits</p>	<p>At Key Stage One:</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</p>	<p>At Lower Key Stage Two:</p> <p>Pupils will describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, rivers, volcanoes</p>	<p>At Upper Key Stage Two:</p> <p>Pupils will describe and understand key aspects of:</p> <p>Physical geography including coasts and rivers and the water</p>



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<p>Understand the effect of changing seasons on the natural world around them</p> <p>Recognise some similarities in the way children live in other parts of the world</p> <p>Understand that children's lives in other countries may be different to their own</p> <p>Develop an awareness that environments change</p>	<p>North and South Poles use basic geographical vocabulary to refer to same.</p> <p>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>and earthquakes, and the water cycle and extreme weather events</p> <p>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.</p>	<p>cycle including transpiration; mountains, climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK, Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Distribution of natural resources including a study of a contrasting country in developing world</p>
Key Concepts			
<p>EYFS and KS1:</p> <p>Location</p> <p>Scale</p> <p>Environment</p> <p>space</p>		<p>KS2</p> <p>Environment</p> <p>Sustainability</p> <p>Interaction</p> <p>Interdependence</p> <p>Location</p> <p>Distribution</p> <p>Change</p> <p>Process</p> <p>Diversity</p>	



Geography Milestones			
Threshold Concept	Milestone 1	Milestone 2	Milestone 3
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and



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	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<p>physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>topological maps - as in London's Tube map).</p> <ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them.</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical



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	<p>relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> • Identify land use around the school. 	<ul style="list-style-type: none"> • Describe how the locality of the school has changed over time. 	<p>similarities and differences between countries.</p> <ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, coasts, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including



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	<p>and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none">• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	<p>United Kingdom and the wider world.</p>	<p>energy, food, minerals, and water supplies.</p> <ul style="list-style-type: none">• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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