

Lightmoor Village Primary School Progression Grid
Geography

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Children know about similarities and differences between themselves and others among families, communities and traditions.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the 7 continents and 5 oceans.	Name, locate and identify the characteristics of the 4 countries and capital cities of the UK and its surrounding seas.	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.	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	Use maps, atlases, globes and digital/computer mapping to locate the individual states of America. Use 4 figure grid references to read maps. Compare 2 contrasting regions in Africa E.g. rural/urban.	Use maps (6 figure grid referencing), atlases, globes and digital/computer mapping to locate the countries and major cities of South America. Identify their main environmental regions, key physical and human characteristics.
Place Knowledge	Children know about similarities and differences in relation to places,	Identify the key features of a location in order to say whether it is a city, town,	Understand geographical similarities and differences through studying the human and	Describe how the locality of the school has changed over time.	Understand geographical similarities and differences through the study of human and physical	Understand geographical similarities and differences through the study of human and physical geography	Name and locate the key topographical features of a studied country in South America.

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	objects materials and living things.	village, coastal or rural area. Identify land use around the school.	physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Know the position and significance of the equator, the tropic cancer and Capricorn and the arctic and Antarctic circle.	geography of a region of the United Kingdom, a region in a European country (one with a volcano)	of a region of the United Kingdom and a region in North or South America Identify the position and significance of longitude, latitude, prime/Greenwich meridian and time zones.	Understand how these features have changed over time.
Human and Physical Geography	Talk about the features of their own immediate environment and how environments may vary from each other.	Identify seasonal and daily weather patterns in the United Kingdom	Identify the location, human and physical geography of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Identify the human and physical features of Lightmoor in the past and compare with the present. What has happened to the human and physical geography of Lightmoor over the years? What has happened to the land use of	Study of volcanoes - (Vesuvius?) Causes and effects of the disaster at Pompeii and Herculaneum. How did the volcano change the physical and human geography of that region?	Study of the river and water cycle. (Mississippi river?) Use the vocabulary - erosion, deposition and transportation. Explain and present the process of rivers. Compare how river use has changed over time and research impact on	Earthquakes (Kobe 1995) and tsunamis (Indonesia 2004). Describe and explain the process that cause these disasters. Draw conclusions about the impact of these disasters through a range of resources - study of photographs,

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				<p>Lightmoor over time? How does this affect the locals of Lightmoor?</p>		<p>trade. Compare with Ironbridge?</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p>	<p>population numbers etc.</p>
Fieldwork		<p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Fieldwork to develop knowledge and understanding of Lightmoor. use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and</p>	<p>Understand the 8 compass points and use them to explain points on a local map of Lightmoor.</p> <p>Fieldwork project - How has Lightmoor changed over time?</p> <p>Map/plan of the school and the main features of Lightmoor with a key.</p> <p>Fieldwork study - land use.</p>	<p>Children begin to use and understand 4 figure grid references on maps.</p> <p>Fieldwork study - Wrekin Volcano? Design questions and studies to conduct in the local area.</p> <p>Plot features on a map with 4 figure grid references, using them to describe the features.</p>	<p>Look for evidence of past river use by visiting the locations - Ironbridge?</p> <p>Make field notes/observational notes about land/river features. Take photographs to support findings. Study pictures of rivers past and present to compare and contrast (Mississippi and Severn).</p>	<p>use 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to display their knowledge of the United Kingdom and the wider world.</p> <p>Fieldwork study - Traffic.</p> <p>Undertake a traffic survey of the local main road - tally counting, types of</p>

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			<p>routes on a map of Lightmoor.</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>Choose effective recording and presentation methods to collect and present data to draw conclusions.</p>	<p>Record measurement of river width/depth.</p>	<p>vehicle - compare with a different time of the day.</p> <p>Collate the data and present it using graphs or charts.</p> <p>Use the data to ask and answer geographical questions about the traffic of the local area.</p>
Vocabulary	<p>Basic Geographical vocabulary:</p> <p>Physical: Forest, mountain, river, soil.</p> <p>Human: School, town, village, house.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley,</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p>	<p>Describe key aspects of:</p> <p>• physical geography, including: rivers, mountains,</p> <p>• human geography, including: settlements and land use.</p>	<p>Describe key aspects of:</p> <p>• physical geography, including: rivers, mountains,</p> <p>• human geography, including: settlements and land use.</p>	<p>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>	<p>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>

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		vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop.	• key human features, including: city, town, village, factory, farm, house, office and shop.			Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
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