



Lawrence View Primary School

Geography

Knowledge and Skills Progression Grids.

Geography: Foundation Stage and Key Stage 1

| Locational Knowledge | | Place Knowledge | Human and Physical Geography | | Map Skills | Fieldwork | |
|---|--|---|--|---|--|---|---|
| <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 | | <ul style="list-style-type: none">name and locate the world's seven continents and five oceans | <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 small area in a contrasting non-European country | <ul style="list-style-type: none">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 | <ul style="list-style-type: none">use basic geographical vocabulary to refer to:<ul style="list-style-type: none">beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weathercity, town, village, factory, farm, house, office, port, harbour and shop | <ul style="list-style-type: none">Use world maps, atlases and globesUse simple compass directionsUse aerial photos, construct simple maps | <ul style="list-style-type: none">Undertake simple fieldwork within school locality |
| EYFS F1 | <ul style="list-style-type: none">Know the things we would find in our school garden/ environment and talk about these. | <ul style="list-style-type: none">Know features of our immediate environment. | <ul style="list-style-type: none">Know what the weather is like each day and be able to talk about thisTalk about some things that they pass on the way to school. | | <ul style="list-style-type: none">Have experience of looking at globes, atlases and maps. | A1 What can I do in different areas of the classroom? <i>Messy maps of the classroom/outdoor area?</i> | |
| EYFS F2 | <ul style="list-style-type: none">Know that we live in the UK.Know that the UK is an island surrounded by sea.Know that our school is in the town of Eastwood.Locate India on a map.Locate China on a map. | <ul style="list-style-type: none">Know features of our environment and that other places in the world can be different. | <ul style="list-style-type: none">Know some features of seasons- leaves fall off some trees in Autumn. It usually snows in winter.Know that we have a fire station, library, shops and a church.Know what the weather is like in India.Know that Antarctica is cold and can have ice all year round.Know the features of a wood. | | <ul style="list-style-type: none">Know that a globe is a model of the world.Know that atlases show the world and countries within it.Draw a map of a place which is familiar to them.Find the UK, India and China and Antarctica on a map.Compare maps of 2 different journeys. | A2 How do we know that our school is in Eastwood? <i>Walk around Eastwood to find signs that says we are in Eastwood. On the walk to the war memorial/Christmas tree.</i> A2 What can we see, hear, touch and smell in our school grounds? <i>A journey</i> | |

| | | | | | |
|--------|--|---|---|--|---|
| | | | | | <p>stick of what we can see/hear/smell.</p> <p>Sp2 What can we find on a walk through the woods?</p> <ul style="list-style-type: none"> Mapping a walk around our school grounds using journey sticks (collect a fairly large wooden stick and collect items on the walk, glue them to the stick as you go along). Describe the walk by looking at the items on the stick. <p>S1 Can we build a home for a minibeest?</p> <ul style="list-style-type: none"> Finding a suitable area on the school grounds for a home for insects. <p>S2 Where could we plant some flowers to attract butterflies?</p> |
| Year 1 | <ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK | <ul style="list-style-type: none"> Know features of hot and cold places in the world | <ul style="list-style-type: none"> Know which the hottest and coldest season in the UK is Know and recognise main weather symbols Know the main differences between city, town and village | <ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass and be able to use and follow simple compass directions. Know their address, including postcode. Devise a simple map and label it. Use aerial photographs and plan perspectives to recognise landmarks. Begin to know the difference between | <p>Where on our school grounds would be a good place to launch the moon back into space?</p> <p>Surveying the school grounds for a suitable place to launch the moon back into space.</p> <p>Where has Beegu gone?</p> <p>Plotting routes on maps to find the class penguin and his belongings in our school grounds.</p> |

| | | | | | |
|---------------|---|--|--|--|--|
| | | | | <p>basic human and physical features on a map and in their surrounding environment/school grounds.</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries and its surrounding seas. • Name Eastwood, Nottingham and London and locate these in an atlas/on a map. | <p>Trip to Sherwood Forest. Trip to Nottingham Castle.</p> <p><i>What human and physical features can we find on our school grounds?</i></p> |
| Year 2 | <ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. • Know the names of the three main seas that surround the UK. | <ul style="list-style-type: none"> • Know the main human and physical differences between a place in the UK and that of a small place in a non-European country | <ul style="list-style-type: none"> • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach | <ul style="list-style-type: none"> • Know and use the terminologies: left and right; below, next to. • 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 routes on a map. • Devise a simple map and construct a key for the map, using basic symbols. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features on maps and in their surrounding environment/school grounds. • Name Eastwood, Nottingham and London and locate these in an atlas/on a map. | <ul style="list-style-type: none"> • <i>What are the human and physical features of Eastwood?</i> • Comparing a current map of Eastwood to a map from the 1890s. • Plotting a route on digimaps to follow around Eastwood. • Sketching landmarks in Eastwood (human and physical) and comparing to old photos of the same location. • <i>African Culture Day.</i> • Drawing a map with basic symbols and a key. Drawing a map of Lilah's journey in Lilah and the Secret of Rain. • Comparing human and physical features between Eastwood and an area in Kenya. • <i>How is Cleethorpes different to Eastwood?</i> |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <ul style="list-style-type: none"> Fieldwork sketches of human and physical features. Fieldwork glasses. Beach clean-up |
|--|--|--|--|--|---|

Geography: Key Stage 2

Locational Knowledge

| | | | |
|---------------|---|--|---|
| | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) |
| Year 3 | <ul style="list-style-type: none"> Know the names of and locate at least eight European countries and their capital cities. | <ul style="list-style-type: none"> Know the European countries in the Arctic Circle. | <ul style="list-style-type: none"> Know the names of four countries from the southern and four from the northern hemisphere. Know where the Arctic and Antarctic Circle are and |
| Year 4 | | <ul style="list-style-type: none"> Know where the main mountain regions are in the UK. Know, name and locate the main rivers in the UK. | <ul style="list-style-type: none"> Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian. |
| Year 5 | <ul style="list-style-type: none"> Know the names of, and locate, a number of South American countries and their capital cities. Know the names of and locate a number of North American countries. | | <ul style="list-style-type: none"> Know where the equator, Tropic of Cancer, Tropic of Capricorn, Know what is meant by the term 'tropics' |
| Year 6 | | <ul style="list-style-type: none"> Know the names of and locate at least eight counties and at least six cities in England. Identify the main hills, mountain ranges, rivers and coasts in the UK. | <ul style="list-style-type: none"> Know about the Prime/Greenwich Meridian and time zones and work out differences across the globe (including day and night). |

| | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none"> Know the names of and locate at least eight major capital cities across the world. | |
|--|--|--|--|

| Place Knowledge | | Human and Physical Geography | |
|-----------------|--|--|---|
| | <ul style="list-style-type: none"> 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 or South America | <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 | <ul style="list-style-type: none"> describe and understand key aspects of 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 |
| Year 3 | <ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country (Greece). | <ul style="list-style-type: none"> Know what causes an earthquake. Know how a volcano forms and label the different parts of a volcano. | |
| Year 4 | | <ul style="list-style-type: none"> Know and label the main features of a river. Know the name of and locate a number of the world's longest rivers- Nile and Amazon. Know the names of a number of the world's highest mountains. Explain the features of a water cycle. | <ul style="list-style-type: none"> Know why most cities are located by a river (settlements) |
| Year 5 | <ul style="list-style-type: none"> Know key differences between living in the UK and in a country in South America (Brazil). | <ul style="list-style-type: none"> Know what is meant by biomes and vegetation belts and know the features of a specific biome. Know about the different climate zones across the world. Label layers of a rainforest and know what deforestation is. Know the names of and locate some of the world's deserts- (Antarctica, Sahara) | |
| Year 6 | | | <ul style="list-style-type: none"> Know why industrial areas and ports are important. Know why early settlements would develop near rivers. Know why seas and rivers are important for trade links. |

Geography: Key Stage 2

Geographical skills and fieldwork

| Map Skills | | Fieldwork | |
|---|--|---|--|
| <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | | |
| Year 3 | <ul style="list-style-type: none"> Use the eight points of a compass, N,NE,E,SE,S,SW,W, NW. Use some basic OS symbols and a key to read maps. Identify key features of a locality using a map. Know the name of and locate at least eight European countries and their capital cities. Know the names of and locate four countries from the northern and four from the southern hemisphere. Know the names of and locate European countries in the Arctic Circle. Begin to use digital mapping to locate countries and describe features studied. Use maps to locate European countries and capitals. | <ul style="list-style-type: none"> Why are there puddles on our playground? Measuring run-off on different types of materials. Following maps of our school site to predict and identify areas that might flood (at the bottom of hills, saturated grass, surfaces that can't soak water in). Greek Culture Day. Comparing human and physical features between Eastwood and an area in Greece. | |
| Year 4 | <ul style="list-style-type: none"> Use the eight points of a compass (as in Y3) Use four-figure grid references. Use OS maps, symbols and a key. Label the same features on an aerial photograph as on a map. Locate and name the world's major rivers on a map. Name and locate the world's most famous mountain ranges on maps. Use digital mapping to locate countries and describe features studied. | <ul style="list-style-type: none"> How does a river's load change with the distance downstream? Trip to Moorland Centre in Edale: River Study. External speaker who has climbed a mountain (James Ketchell). River clean-up. | |
| Year 5 | <ul style="list-style-type: none"> Use OS maps with symbols and a key. Use four-figure grid references and begin to use six figure grid references. Use digital mapping to locate countries and describe features studied. | <ul style="list-style-type: none"> Brazil Experience Day. How does deforestation in the Amazon Rainforest impact on our lives? Creating 'Forest Spirits' out of natural materials to befriend and protect our school woodland. Visit from the rainforest animal man. Can we find any signs of Anglo-Saxon culture in our wider local area? | |

| | | |
|--------|---|--|
| | <ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. • Know how to use graphs to record features such as temperature or rainfall across the world. • Locate North America including the USA and Canada on a world map and atlas. • Locate and name the main countries of South America on a world map and atlas. | |
| Year 6 | <ul style="list-style-type: none"> • Know what some of the ordnance symbols stand for. • Use OS maps, symbols and a key to answer questions. • Know how to use six figure grid references. • Explain how time zones work. • Explain scale and use maps with a range of scales. • Use digital mapping to locate countries and describe features studied. | <ul style="list-style-type: none"> • How does the landscape differ across the UK? • Trip to the Moorland Centre in Edale. • Peak District Explorers: Map Skills. • Should we support local more often? • Interview a small, independent, local business e.g. Annie's Allotment (greengrocers in Eastwood) to find out about their supply chain, prices, sustainability, impacts on trade e.g. covid pandemic, Ukraine crisis. |

(Adapted from Focus education assessing a Knowledge Rich Curriculum)