



Geography Progression Grid



Concept	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Where are places of interest in relation to each other and Oughtibridge and what are their geographical features?	- Understand position through words alone. For example, "The bag is under the table," – with no pointing - Describe a familiar route - Discuss routes and locations, using words like 'in front of' and 'behind' - Draw information from a simple map - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	- Use basic geographical vocab when describing a place. E.g. city, town, village, factory, farm, house and shop. - Know the countries making up the British Isles - Compare England with a contrasting country in the world	-Locate the four countries which make up the British Isles with their capital cities - Use a globe to locate and name the 7 continents of the world - Locate and label the five oceans	- Locate the capital cities and countries in the UK - Name the continents and oceans of the world - Locate the Equator, the Tropics of Cancer and Capricorn. - Describe the geographical similarities and differences through the study of human and physical geography of contrasting regions.	- Locate major cities in the UK - Locate and label different countries/continents in the Northern and Southern hemisphere - Locate the countries in South America, concentrating on their key physical and human characteristics	Locate the world's countries, using maps to focus on Europe and the countries of North and South America - Locate the major cities of the world and draw conclusions as to their similarities and differences	- Identify the position and significance of the Arctic and Antarctic circles - Identify the position and significance of the Greenwich Meridian and different time zones (including night and day) - Raise questions about the different hemispheres and make predictions on how I think life will be different in the two hemispheres
Local Geography What are the physical and human characteristics of our village and wider local area?	- Recognise some similarities and differences between life in this country and life in other countries.	- Describe where they live - Recognise similarities and differences in the immediate environment	-Compare Sheffield with a contrasting city in a different country by asking and answering geographical questions -Use four points of a compass to build their knowledge of the United Kingdom and where Sheffield is in relation to the rest of the British Isles	-Begin to describe the land use patterns of Sheffield linked to areas studied and say how these have changed over time.	-Describe the land use patterns of the wider area around Sheffield linked to areas studied and say how these have changed over time.	- Study the geographical similarities and differences through the study of human and physical geography of our region of the UK and a region in Europe	- Ask geographical questions. - Undertake a survey of a local geographical feature - Collate the data collected and record it using data handling software to produce graphs and charts of the results

Investigation What resources can we use to draw conclusions about the world?	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) map. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons 	<ul style="list-style-type: none"> Begin to observe and record in pictures and words -Begin to use maps, atlases, globes to locate countries. Begin to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps. 	<ul style="list-style-type: none"> Begin to observe and record in pictures and words Begin to use maps, atlases, globes to locate countries. Begin to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps. 	<ul style="list-style-type: none"> -Use maps to locate countries and describe features studied - Use atlases to locate countries and describe features - Begin to use digital and computer mapping to locate countries and describe features studied - Use the four points of a compass to build knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> -Begin to study maps to make assumptions about the different areas of the world. E.g. using map keys to identify mountainous areas, urban areas - Use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world - Use ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> - Study maps to make assumptions about the different areas of the world. E.g. using map keys to identify mountainous areas, urban areas - Use digital and computer mapping to locate countries and describe features studied - Begin to use more complex ordnance survey maps,6 figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> -Study maps to make assumptions about the different areas of the world. E.g. using map keys to identify mountainous areas, urban areas - Use digital and computer mapping to locate countries and describe features studied - Use more complex ordnance survey maps,6 figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world
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Environment What different biomes exist in the world, what are their features and how do humans and animals adapt to them?	<ul style="list-style-type: none"> - Recognise some environments that are different to the one in which they live. - Use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> -Begin to describe where in the world it is cold and features of cold places. - Describe animals who live in cold regions. - Describe how these animals survive in extreme cold. 	<ul style="list-style-type: none"> -Describe where in the world it is hot and where it is cold. Discuss in relation to the equator and the North/South Poles - Make predictions of the hottest places in the world using my knowledge of the equator 	<ul style="list-style-type: none"> Begin to describe and show an understanding of the climate zones of the key places studied. - Describe and show an understanding of volcanoes linking to the key places studied. 	<ul style="list-style-type: none"> -Use maps to identify different climate zones / biomes. - Begin to study economic activity, including trade links in South American rainforest areas. -Study rainforests and how animals and humans are adapted to live in them. 	<ul style="list-style-type: none"> Describe and understand key aspects of rivers and mountains in different climate zones - Study the food, minerals and water aspects of the key places studied. 	<ul style="list-style-type: none"> Raise questions about the different hemispheres and make predictions on how life is different in the two hemispheres and how people and humans adapt.
Sustainability and Change – What are the long terms effects of human activity on the environment and how can we change this?	<ul style="list-style-type: none"> - Explore the natural world around them. - Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> -Recognise that people affect the local environment e.g. Litter -name ways that this can be changed. 	<ul style="list-style-type: none"> Describe how the Poles are changing due to climate and the impact this has on the world. 	<ul style="list-style-type: none"> Describe the effects of volcanoes on the physical environment and how this impacts on human activity in volcanic areas. 	<ul style="list-style-type: none"> Study the effects of human activity on vegetation and animals in rainforest areas and the implications. - Ask questions about global warming and discover some of the causes of it and research the implications - Begin to suggest ways to change the impact of human activity on the rainforest. 	<ul style="list-style-type: none"> - Study the settlements and land use of the key places studied -Study the effect that settlement and land use has had on these areas e.g. Flooding. Begin to suggest ways to lessen the impact of human activity in areas studied 	<ul style="list-style-type: none"> Study the economic activity, including trade links, of the key places studied Study the distribution of natural resources, including energy, of the key places that I study Suggest ways to lessen the impact of human activity in areas studied

