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| **Ackton Pastures Primary Academy**  **Geography Progression Grid** | | | | |
| The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding. | | | | |
| **Geographical Skills and Fieldwork** | | | | |
| **Skills** | **At EYFS:**  Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. | **At Key Stage One:**   * GSF1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. * GSF2: 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 * GSF3: 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 * GSF4: 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 | **At Lower Key Stage Two:**   * GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * GSF2: 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. * GSF3: 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. | **At Upper Key Stage Two:**   * GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. * GSF2: 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. * GSF3: Extend to 6 figure grid references with teaching of latitude and longitude in depth. * GSF4: Expand map skills to include non-UK countries * GSF5: 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. |
| **Location knowledge** | | | | |
| **Skills** | **At EYFS:**  Children know about similarities and differences in relation to places, objects, materials and living things. | **At Key Stage One:**   * LK1: Name and locate the world’s seven continents and five oceans * LK2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | **At Lower Key Stage Two:**   * LK1: Locate main countries in Europe and North or South America. Locate and name main cities. * LK2: Compare 2 different regions in UK rural/urban. * LK3: Locate and name the main counties and cities in England. * LK4: 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   LK5: 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) | **At Upper Key Stage Two:**   * K1: 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 principal cities * LK2: Linking with History, compare land use maps of UK from past with the present. * LK3: Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking   with science, time zones, night and day |
| **Place Knowledge** | | | | |
| **Skills** | **At EYFS:**  Children talk about the features of their own immediate environment and how environments might vary from one another. | **At Key Stage One:**   * PK1: 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. * PK2: 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. | **At Lower Key Stage Two:**   * PK1: 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 Central America. * PK2: 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. | **At Upper Key Stage Two:**   * PK1: 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. * PK2: Understand geographical similarities and differences through the study of key cities. |
| **Human and Physical Geography** | | | | |
| **Skills** | **At EYFS:**  They make observations of animals and plants and explain why some things occur, and talk about changes  They know about similarities and differences between themselves and others, and among families, communities and traditions. | **At Key Stage One:**   * HPG1: 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 use basic geographical vocabulary to refer to same. * HPG2: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. * HPG3: Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | **At Lower Key Stage Two:**   * Pupils will describe and understand key aspects of: HPG1: Physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle and extreme weather events * HPG2: 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. | **At Upper Key Stage Two:**   * Pupils will describe and understand key aspects of: HPG1: Physical geography including coasts and rivers and the water cycle including transpiration; mountains, climate zones, biomes and vegetation belts. * HPG2: Human geography including trade between UK, Europe and ROW * HPG3: Fair/unfair distribution of resources (Fairtrade). * HPG4 : Distribution of natural resources including a study of a contrasting country in developing world |

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| **Overarching Geographical Vocabulary** | | | | |
| **Skills** | **At EYFS:** | **At Key Stage One:**  Weather  Atlas  Map  Human  Physical | **At Lower Key Stage Two:**  ALL WORDS AT KS1 and:  Climate  Field work  Hemisphere  Land use | **At Upper Key Stage Two:**  ALL WORDS AT KS1, LKS2 and:  Urban  Rural  Sustainable  Renewable  Hemisphere  Biome  Tropic of Cancer  Tropic of Capricorn |

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| **Geography Cycle One Unit A** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **UK (Royals)** | | **Why is Castleford Unique?** | | **Mountains** | |
| **Key Knowledge** | * Name and locate countries within the UK and the surrounding seas. * Name and locate the world’s seven continents and five oceans. * identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | | * Castleford was originally a Roman Settlement * Castleford developed into a large town due to collieries opening * Castleford is located in West Yorkshire * The river Aire flows through Castleford | | * Understand how weather is affected by altitude and typical weather on mountains * Name and label the features of a mountain landscape * Understand that fold mountains are formed when tectonic plates collide * Understand that bulge mountains are formed from areas of high pressure causing the crust to dome upwards * The difficulties associated of living on/next to mountainous landscapes | |
| **Key skills** | * Pupils develop contextual knowledge of the location of globally significant places. * They should develop knowledge about the world, the United Kingdom and their locality. * Use world maps, atlases and globes to identify continents, countries and oceans. | | * To identify key human features such as buildings * To identify the different uses of building e.g. residential housing, shopping centres, transport links, schools and hospitals * To identify key physical features such as streams and rivers, hills and valleys, woodland or fields * To use four figure grid references to locate features * To use map symbols to represent key features of the locality * 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. | | * Name and locate Pyrenees, Carpathians, balks Apennines and Ural mountain ranges of Europe. * Locate mountains and mountain ranges across the world on a map. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. * Use contour lines to understand how height is shown on a map * Interpret legends and heights shown on different maps * To locate the world’s countries using maps (Europe, North and South America) concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of mountain ranges. | |
| **Topic Vocabulary** | Tier 2 Vocabulary  capital city,  World map  Continent  Ocean | Tier 3 Vocabulary  Europe  Africa  Asia  Australasia  North America  South America  Antarctica  United Kingdom  England  Scotland  Wales  Northern Ireland  London  Belfast  Cardiff  Edinburgh,. | Tier 2 Vocabulary  Land use  Situation | Tier 3 Vocabulary  Rural  Urban  Settlement | Tier 2 Vocabulary  Range  Peak  Legend  Outcrop  Ridge  Snow-line  Plateau  foot | Tier 3 Vocabulary  Summit |

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|  | | | **Geography Cycle One Unit B** | | | | | |
|  | **Key Stage One** | | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **Castleford through time – mapping fieldwork** | | | **Study of America – Brazil and Central America** | | **European Study – Greece** | |
| **Key Knowledge** | * London’s famous landmarks. * The four compass points and directional language. * Photographs and maps are used for directions and locations of places. | | | * Brazil is the largest country in south America and its capital city is Brasilia * The largest city in Brazil is Sao Paulo * Compare key human and physical aspects of North or South American to the UK and a region of Europe e.g. climate, topography, landmarks and economy * Brazil is a developing country and some people live in poverty * Slums in Brazil are called favelas | | * Greece is a country located in Southern Europe, between Albania and Turkey. * It borders the Aegean Sea, Ionian Sea and the Mediterranean Sea * Greece consists of mainland, two peninsulas and a series of smaller islands * Greece is mountainous, Mount Olympus is the highest point in Greece. * Greece experiences a Mediterranean climate: mild and wet winters, followed by hot dry summers. | |
| **Key skills** | * use simple compass directions and locational and directional to describe the location of features and routes on a map. * 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. * use simple fieldwork and observational skills to study the geography of the area, including key human and physical features | | | use maps, atlases, and digital/computer mapping to locate countries and describe features within the cityuse the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world;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 Central America. | | * To explain why the physical characteristics of Greece make it an appealing holiday destination * To explain why the human features of Greece (Acropolis and Parthenon) make it an appealing holiday destination * To explain how tourism contributes to the country’s economy * To understand geographical similarities and differences through the study of key cities. | |
| **Topic Vocabulary** | Tier 2 Vocabulary  Key  Landmark  Symbol  map symbols  direction  position  route  journey  human  physical | Tier 3 Vocabulary  aerial view  North  East  South  West | | Tier 2 Vocabulary  KS1: symbol  Key  Map  Atlas  Human  Physical  Climate | Tier 3 Vocabulary  Slum | Tier 2 Vocabulary  Hemisphere  Mainland  Tourism  Economy  temperate | Tier 3 Vocabulary  Peninsula |

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| **Geography Cycle One Unit C** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **Great Fire of London** | | **The Power of the Earth – Volcanoes, Earthquakes and Tsunamis** | | **Brazil – Rainforests** | |
| **Key Knowledge** | * identify key landmarks in London * Identify key features both human and physical features. (London v Castleford, UK vs hot/ cold country (non-European - cold) | | * The earth is made up of the crust, mantle and core * The core comprises of two sections; inner core which is solid and the outer core which is liquid * The crust is made up of tectonic plates which move on top of the liquid mantle * When tectonic plates move this causes earthquakes * When molten magma reaches the surface as lava it can form volcanoes * The ‘Ring of Fire’ is an area of the Pacific Ocean that is shaped like a horseshoe. It is home to 90% of the world's earthquakes and 75% of the world's volcanoes. * Volcanoes can be active, extinct or dormant | | * Rainforests are located between the tropic of cancer and the tropic of Capricorn * Rainforests are a hot, humid biome. The climate is characterised by high temperatures and high levels of precipitation * The majority of the world’s tropical rainforests are located in Brazil, South America * Rainforests are structured into: emergent layer, canopy, understory and forest floor * Tropical rainforests are one of the oldest biomes on Earth and therefore have a great variety of animals living there. * Deforestation is the large-scale removal of trees from the rainforest | |
| **Key skills** | * use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. * Use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | | * 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) * To locate the tectonic plates of the world using an atlas * To explain how volcanoes impact upon different people’s lives. | | * To use an atlas to locate the tropic of cancer, Capricorn and equator * To explain how the latitude and longitude of a country affects its climate * To explain the environmental impact of human intervention within the rainforests. * To 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. (For example, by comparing the Amazon rainforest and Sherwood Forest.) | |
| **Topic Vocabulary** | Tier 2 Vocabulary  Landmark  Human  Physical | Tier 3 Vocabulary | Tier 2 Vocabulary  Lava  Magma  Molten  Active  Extinct  Ash | Tier 3 Vocabulary  Dormant | Tier 2 Vocabulary  Forest floor  Biome  Climate  Deforestation | Tier 3 Vocabulary  Emergent layer  Canopy  Understory  Biodiversity |

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| **Geography Cycle Two Unit A** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **Transport** | | **UK city study - London** | | **Where does our energy come from?** | |
| **Key Knowledge** | * Name and locate countries within the UK and the surrounding seas. * Name and locate the world’s seven continents and five oceans. | | * Key landmarks of the city * Population and locations of major cities of the UK and how they compare with London * Transport links that connect London with the rest of the UK and Europe e.g. channel tunnel, major airports, high speed rail links * Transport links within London (bus, rail, tube) and how this compares to Castleford * The importance of the Thames in the growth of London | | * There are renewable and non-renewable forms of energy * Why are there fewer coal-fired power stations in the UK today than 50 years ago? * How renewable energy is produced from wind turbines, solar power and tidal turbines * The environmental impact of non-renewable energy such as oil and coal * The environmental impact of disasters such as oil spills * What actions we can take to reduce our energy consumption | |
| **Key skills** | * Pupils develop contextual knowledge of the location of globally significant places. * They should develop knowledge about the world, the United Kingdom and their locality. * Use world maps, atlases and globes to identify continents, countries and oceans. | | * use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and London * Compare 2 different regions in UK rural/urban (London). * 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 fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings * To understand distribution of natural resources including a study of a contrasting country in developing world | |
| **Topic Vocabulary** | Tier 2 Vocabulary  United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city, ocean  World map  Continent  Ocean  West  direction  location | Tier 3 Vocabulary  Europe  Africa  Asia  Australasia  North America  South America  Antarctica.  North  South  East | Tier 2 Vocabulary  Tourism  Transport  land use  retail  leisure  housing  business | Tier 3 Vocabulary | Tier 2 Vocabulary  Renewable/ non-renewable  Sustainable / non-sustainable  Solar power  Tidal power  Nuclear power  Conserve  Turbines  Carbon-footprint | Tier 3 Vocabulary |

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| **Geography Cycle Two Unit B** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **Titanic** | | **Wild Weather** | | **Coastal environments** | |
| **Key Knowledge** | * Key landmarks of New York city. * Name human and physical features of the city. * Photographs and maps are used for directions and locations of places. | | * The difference between weather and climate * That Tornadoes form when warm, humid air collides with cold, dry air. * The impact of tornadoes on people including jobs, housing and economy * That flooding occurs when rivers burst their banks after prolonged or intense rainfall * That many extreme weather events are associated with global warming * That global warming is a long-term change in global climate | | * **Weathering** is the process where rock is dissolved, worn away or broken down into smaller and smaller pieces * **Erosion** happens when rocks and sediments are picked up and moved to another place by ice, water, wind or gravity * Weathering can be a process of physical, chemical or biological weathering * Coastal features can include: beaches, bays, cliffs, stacks and stumps * How weathering and erosion have formed physical features * How weathering and erosion may impact upon physical features in the future * How coastal communities are affected by coastal erosion | |
| **Key skills** | * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. * use simple compass directions and locational and directional to describe the location of features and routes on a map. * Devise a simple map; and use and construct basic symbols in a key. | | * 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 * interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs to understand physical processes. | | * to collect, analyse and communicate a range of data. Children can explain how the Earth’s coastal features at different scales are shaped, interconnected and change over time. * 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 * To 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. | |
| **Topic Vocabulary** | Tier 2 Vocabulary  landmark  human  physical  key  map symbols | Tier 3 Vocabulary  aerial view | Tier 2 Vocabulary  Weather front  Air pressure  Tornado  Climate change  Global warming | Tier 3 Vocabulary | Tier 2 Vocabulary  Weathering  Cliffs  Boulder-clay  Landslide  Headland  Dune  Stack  Stump | Tier 3 Vocabulary  Erosion  deposition |

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| **Geography Cycle Two Unit C** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **Equality for all** | | **Rivers** | | World Geography biomes and vegetation | |
| **Key Knowledge** | * Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to same. * Compare UK with a contrasting hot country (Egypt) human and physical features. | | * The main processes within the water cycle * Typical physical features found in the upper course of a river * Typical physical features found in the middle course of a river * Typical physical features found in the lower course of a river * How meanders are formed * How waterfalls are formed * The process of erosion and deposition on river banks * The benefits and advantages of dams * The risks and disadvantages of dams | | * Biomes are **areas of our planet with similar climates, landscapes, animals and plants**. * What lives in each biome depends on: how warm or cold it is, how dry or wet it is and how fertile the soil is. * Types of biome: rainforest, desert, savannah, woodlands, grasslands and tundra. * The climate in different biomes: tropical **rainforests** are hot and wet all year round. **Deserts** are hot and dry all year round. The **savannah** is hot all year round with a long, dry season. **Woodlands**  climate is warm and mild, with more rain falling in the winter than the summer. The **tundra** is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. | |
| **Key skills** | * 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. * PK2: 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.   Did not do Australia and India compared UK to Egypt this half term. Does this need changing? | | * Use photographs to categorise rivers (features of a river) * Use aerial photographs to categorise rivers (change over time) * Use fieldwork to compare two rivers * 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. * 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. | | * To describe and understand key aspects of climate zones, biomes and vegetation belts. * Use maps, atlases and globes to locate countries and describe features studied and identify biomes of the world. | |
| **Topic Vocabulary** | Tier 2 Vocabulary  human  physical | Tier 3 Vocabulary  equator | Tier 2 Vocabulary  Source  Upper course  Middle course  Lower course | Tier 3 Vocabulary  Evaporation  Condensation  Erosion  Deposition | Tier 2 Vocabulary  Biome  Vegetation  Environment  Equator  Hemisphere  Tropic of cancer  Tropic of Capricorn | Tier 3 Vocabulary |