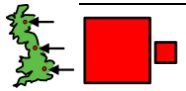
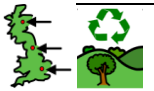
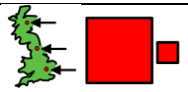
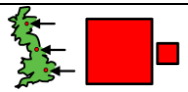
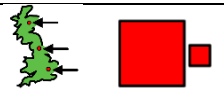
Uplands Manor Primary School – Geography progression grid

Year Group	Autumn	Spring	Summer
Reception	Talk about their own immediate environment and how environments in other parts of the world differ e.g are hotter or colder. Use geographical words e.g forest, beach, mountain when looking at physical features of different landscapes. Understand that a map is a drawing from above. Draw imaginary maps as part of their play. Use/ create maps of imaginary towns with added buildings and landmarks. Children use small world people to get from A to B and describe what they see along their route.		
Year 1	Weather and Climate 	United Kingdom 	Local Study 
	Physical processes: What happens when different weather conditions occur?	*Place: What is the United Kingdom made up of?* *Scale: Where am I in relation to the rest of the UK?*	*Place: Where is our local area in relation to our country? What is the geography of where I live like?* *Sustainability: How is our local area changing?*
	<u>Location and direction</u> Follow directions (forwards, backwards, left and right) <u>Human and physical geography</u>	<u>Location and direction</u> Understand the UK is made up of four countries with different features. Match capital cities to countries of the UK.	<u>Location and direction</u> Understand where we live as part of something bigger e.g. Smethwick in England in the UK. <u>Human and physical geography</u>

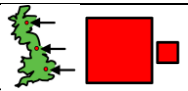
	Identify seasonal and daily weather patterns, including features of the four seasons. Geographical enquiry Use information books and pictures as sources of information. Geographical skills and fieldwork Create a weather diary. Maps	Name and locate the surrounding seas of the UK. Human and physical geography Begin to describe the natural environment using the knowledge of what they can see e.g. hill, forest. Geographical enquiry Use information books and pictures as sources of information. Geographical skills and fieldwork Identify key landmarks within the United Kingdom. Maps Use an infant atlas to identify countries in the UK and places they have heard of. Scale and distance Use vocabulary of bigger/smaller	Begin to describe the natural environment using the knowledge of what they can see e.g. hill, forest. Geographical enquiry Use information books and pictures as sources of information. Geographical skills and fieldwork Identify key landmarks within the local area. Maps Draw picture maps for imaginary places and worlds using their own symbols. Describe a journey when given a simple route map e.g. we turned left. Use symbols on maps. Draw a simple map. Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. Scale and distance Use vocabulary of bigger/smaller

Year 2	Continents and oceans 	Hot and cold places 	Mugumareno Village, Zambia  
	Place: Where are the world's continents and oceans? *Scale: Where am I in the world?*	*Physical processes: Why do we have hot and cold places on earth?*	*Sustainability: How do the people from Mugumareno sustain their lives?* *Place: How do people's lives differ in England and Mugumareno?*
	Location and direction Name and locate the world's seven continents Human and physical geography Identify the features of the seven continents. Geographical enquiry Ask geographical questions such as: What is it like? Where is it? Geographical skills and fieldwork Use aerial photographs. Maps Use world maps to identify the UK, continents and the oceans. Scale and distance Recognise the UK at different scales and compare.	Location and direction Identifying and locating hot and cold places. Human and physical geography Features of a hot or cold place. How animals adapt to a hot or cold place. Geographical enquiry How to pack for a hot or cold holiday. Ask geographical questions such as: What is it like? Where is it? Geographical skills and fieldwork Use aerial photographs of hot and cold places and identify the similarities and differences. Add further detail to a beginning sketch map from aerial photographs. Maps	Location and direction Identifying a non-European country and where it is in relation to the UK. Human and physical geography Identify the similarities and differences between a small environment within the UK and a contrasting non-European settlement e.g. what makes a village a village or a city or city? Begin to make links between human and physical feature e.g. The huts are next to the beach Geographical enquiry Ask geographical questions such as: What is it like? Where is it? Geographical skills and fieldwork Use aerial photographs and plan perspectives.

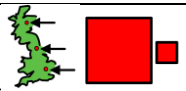
		Use world maps, infant atlases and globes to identify the equator and hot and cold places. <u>Scale and distance</u> Recognise the relation between the equator and hot and cold places.	Add further detail to a beginning sketch map from aerial photographs. <u>Maps</u> Follow a simple route and describe the journey using directional vocabulary. Draw a map of a real/imaginary place using a class agreed key. <u>Scale and distance</u> Recognise the UK at different scales and compare to a non-European country.
Year 3	Climate Zones 	North America 	Rio and South-East Brazil 
	Physical processes: What are the world's climate zones?	*Place – Where is North America and what would I find there?* *Scale – How does North America compare to where I live?*	*Place: Where is Rio and how does it compare to our country?* *Sustainability: How is the land used in Rio?*
	<u>Location and direction</u> Locate the world's climate zones: Mediterranean, temperate, tropical, polar and arid. <u>Human and physical geography</u> Identify the features of each climate zone. <u>Geographical enquiry</u>	<u>Location and direction</u> Identify the countries and their capital cities that make up North America. Identifying the similarities and differences between New York with where we live. <u>Human and physical geography</u>	<u>Location and direction</u> Identify the similarities and differences between a region of South America and an area within the UK (West Midlands) <u>Human and physical geography</u> Identify the human and physical features of Rio and South-East Brazil and how it compares to the UK.

	Ask geographical questions such as: Where is it? Why is the place like it is? Use tables and graphs to gather information e.g. temperature and climate. <u>Geographical skills and fieldwork</u> Collect data such as rainfall and compare it to others in different climate zones. <u>Maps</u> Recognise simple keys and their importance. Use letter/ number coordinates on a grid. Use atlases, globes and climate maps in relation to their learning. <u>Scale and distance</u> Use the zoom function when using digital maps and identify how this impacts on scale.	The effects of the Mount St Helens Eruption in 1980. Comparing the landscapes in different US states. Identify the features of the Rockies Mountain range. <u>Geographical enquiry</u> Ask geographical questions such as: Where is it? Why is the place like it is? What is the land used for? <u>Geographical skills and fieldwork</u> Create a scale plan of an area or a sketch map from a high point. <u>Maps</u> Locating North America on a map, using atlases, globes and digital maps. Use letter/ number coordinates on a grid. <u>Scale and distance</u> Use the zoom function when using digital maps and identify how this impacts on scale.	<u>Geographical enquiry</u> Ask geographical questions such as: Where is it? Why is the place like it is? What is the land used for? <u>Geographical skills and fieldwork</u> Match an aerial photograph to an on-ground photograph. <u>Maps</u> Use letter/ number coordinates on a grid. <u>Scale and distance</u> Use the zoom function when using digital maps and identify how this impacts on scale.
Year 4	Rivers 	Rainforests 	South America- The Amazon 

	Sustainability: What is the importance of rainforests and what is the impact of deforestation of rainforest? *Physical processes: What are the physical features of a river?*	*Sustainability: How does human activity and flooding affect an area?*	*Place: Where is the Amazon and how does Brazil compare to where I live?* *Scale: How does the size of the Amazon influence the lives of the people who live in Brazil?*
	Location and direction Locate rivers within the UK. Human and physical geography Identify the features of a feature, such as: meander, mouth etc. Describer and sequence, using the correct vocabulary, the stages of the water cycle. Geographical enquiry Investigate how rivers are affected by humans, the impact of flooding and how rivers are used. Geographical skills and fieldwork Carry out fieldwork in the local environment e.g. river study. Record data using field sketches, tables and charts e.g. land use by a river. Maps	Location and direction Locate the rainforests in the world. Identify where you would expect to find a rainforest and why. Human and physical geography Identify the features of a rainforest. Identify the different layers of the rainforest. Identify the characteristics of the Congo. Geographical enquiry Investigate the impact of deforestation. Investigate how the amazon is used for medicine and food. Geographical skills and fieldwork Use photographs, maps and fieldwork to present changes of a rainforest over time. Maps Use 4 figured grid references to describe and locate features.	Location and direction Locate the Amazon on a world map. Understand the similarities and differences of the human and physical features of a region in the UK and the Amazon. Human and physical geography The human and physical features of Manaus. Similarities and differences between the Amazon Basin, south east Brazil and where we live. Geographical enquiry Investigate the significance of the Amazon river; the importance of the Amazon basin and rainforest and what the threats to the Amazon are. Geographical skills and fieldwork Record data using tables and charts e.g. climate, location and landscape and

	Use large scale OS maps to follow a river and identify human and physical features. Identify the symbols related to roads, trains, rivers, canals and footpaths. Use 4 figured grid references to describe and locate features. Use the 8 points of a compass confidently. <u>Scale and distance</u> Find the same features on maps of different scales e.g. locate the Severn on different maps.	Use the 8 points of a compass confidently. Use maps, atlases and globes to locate the rainforests in the world. <u>Scale and distance</u> Find the same features on maps of different scales.	features of The Amazon compared to the UK. <u>Maps</u> Use 4 figured grid references to describe and locate features. Use the 8 points of a compass confidently. Use maps, atlases and globes to identify the countries and their capital cities in South America. <u>Scale and distance</u> Find the same features on maps of different scales.
Year 5	Mountains 	Volcanoes and Earthquakes 	European Region 
	Physical processes: How are mountains formed? *Place: Where are key mountains located and why?*	*Sustainability: How do volcanoes and earthquakes impact the environment?* *Physical processes: What is the causes volcanoes and earthquakes?*	*Place: Where is Greece in relation Birmingham and the rest of Europe?* *Scale: How does Greece compare to Birmingham?*
	<u>Location and direction</u> Identify The highest mountains in the UK. Locate the Seven Summits- the highest mountains in the world.	<u>Location and direction</u> Identify where some of the Earth's plate boundaries lie. Identify where volcanoes and earthquakes are likely to occur.	<u>Location and direction</u> To locate Europe and its countries. <u>Human and physical geography</u> Identify the human and physical features of Greece's landscape.

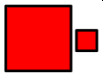
	Human and physical geography The features of a mountain. Describe and understand the aspects of physical geography to include the formation of mountains. Geographical enquiry Analyse evidence to draw conclusions about a question e.g. Why do people live where they do? Geographical skills and fieldwork Compare a variety of maps and aerial photos of the same location or area. Maps Use maps and satellite images to identify aspects of human and physical geography including rainfall, agriculture, population density and elevation above sea level. Continue to use atlases, globes and digital resources in relation to their learning. Scale and distance Use maps at a range of scales and describe them.	Identify where the Pacific Ring of Fire is. Locate volcanoes in Europe and North America. Human and physical geography Identify the features of a volcano. Understand why volcanoes and earthquakes occur. Identify the dangerous effects of volcanoes. Identify the similarities and differences between volcanoes and earthquakes. Identify the link between the earth's layers, plate movement and volcanoes and earthquakes. Geographical enquiry Identify the benefits and drawbacks of living near a volcano. Continue to use a range of written, numerical and visual sources to gather information. Analyse evidence to draw conclusions about a question- e.g. Why do people live where they do? Geographical skills and fieldwork	Identify the main features of Athens. To compare daily life in Athens with their own. Geographical enquiry Continue to use a range of written, numerical and visual sources to gather information. To investigate why tourists visit the Mediterranean and why people migrate to Greece. Geographical skills and fieldwork Compare a variety of maps and aerial photos of the same location or area. Maps Use maps and satellite images to identify aspects of human and physical geography including rainfall, agriculture, population density and elevation above sea level. Draw a sketch map using OS symbols and a key. Continue to use atlases, globes and digital resources in relation to their learning. Scale and distance

		Use photographs, maps and fieldwork to record and present changes of an area over time e.g. Mt St Helens. Compare a variety of maps and aerial photos of the same location or area. <u>Maps</u> Use maps and satellite images to identify aspects of human and physical geography including rainfall, agriculture, population density and elevation above sea level. Continue to use atlases, globes and digital resources in relation to their learning. <u>Scale and distance</u> Use maps at a range of scales and describe them.	Use maps at a range of scales and describe them. To draw a sketch map with OS symbols and a key.
Year 6	United Kingdom 		Local Area and Region 
	Sustainability: What will our country look like in 50 years? *Physical: What is the importance of national parks?*		*Place: Where is my local area and region in relation to the wider world?* *Scale: How does decisions in my local area and region impact the area and its people?*
	<u>Location and direction</u>		<u>Location and direction</u>

	Locate the UK's countries, regions, counties, national parks and major cities. Locate features of the countries within the UK. <u>Human and physical geography</u> Identify physical features of the UK. Identify energy sources and industries in the UK. <u>Geographical enquiry</u> Draw conclusions about data collected and presented. Investigate how a landscape is changing. Analyse evidence to draw conclusions about a question e.g. Why do people live where they do? <u>Geographical skills and fieldwork</u> Select sources of information for different purposes and explain their choices. Compare a variety of maps and aerial photos of the same location or area. <u>Maps</u> Confidently use the 8 points of a compass. Plan a route using an OS map. Describe and use key symbols on OS maps. Use 6 figured grid references to locate, identify and name places. Use maps, atlases, globes and aerial images quickly and confidently to locate places in the UK.	To locate the region and local area in relation to other places <u>Human and physical geography</u> Describe the key physical and human features of the region and local area. <u>Geographical enquiry</u> Gather evidence through urban fieldwork of how a region is meeting people's needs. Investigate how the local landscape is changing. Understand local, regional, national and international links to the local area. <u>Geographical skills and fieldwork</u> Collect data about their local area and region and carry out fieldwork to investigate how the land is fit for purpose. Collect data about an area and propose changes that should be made over the next 50 years. <u>Maps</u> Locate key sites on a regional map. Plan a route using an OS map. Describe and use key symbols on OS maps.

	Scale and distance Use maps at a range of scales and describe them.	Use 6 figured grid references to locate, identify and name places. Use maps, atlases, globes and aerial images quickly and confidently to locate places in the local area. Use maps and satellite images to identify aspects of human and physical geography including rainfall, agriculture, population density and elevation above sea level. Continue to use atlases, globes and digital resources in relation to their learning. Scale and distance Use maps at a range of scales and describe them. Use scale on a map to measure approximate distances. Use distance and compass points to identify the approximate location of a place

Progression of key concepts

Place 	Physical processes 	Scale 	Sustainability 
Year 1 : *What is the United Kingdom made up of? Where is our local area in relation to our country? What is the geography of where I live like?*	Year 1 : *What happens when different weather conditions occur?*	Year 1 : *Where am I in relation to the rest of the UK?*	Year 1 : *How is our local area changing?*
Year 2 : *Where are the world's continents and oceans? How do people's lives differ in England and Mugumareno?*	Year 2 : *Why do we have hot and cold places on earth?*	Year 2 : *Where am I in relation to the rest of the world?*	Year 2 : *How do the people from Mugumareno sustain their lives?*
Year 3 : *Where is North America and what would I find there? Where is Rio and how does it compare to our country?*	Year 3 : *What are the world's climate zones?*	Year 3 : *How does North America compare to where I live?*	Year 3 : *How is the land used in Rio?*
Year 4 : *Where is the Amazon and how does Brazil compare to where I live?*	Year 4 : *What are the physical features of a river?*	Year 4 : *How does the size of the Amazon influence the lives of the people who live in Brazil?*	Year 4 : *How does human activity and flooding affect an area?*
Year 5 : *Where is Greece in relation Birmingham and the rest of Europe?*	Year 5 : *Where are key mountains located and why?*	Year 5 : *How does Greece compare to Birmingham?*	Year 5 :

	What is the causes volcanoes and earthquakes?		How do volcanoes and earthquakes impact the environment?
Year 6 : Where is my local area and region in relation to the wider world?	Year 6 : What is the importance of national parks?	Year 6 : How does decisions in my local area and region impact the area and its people?	Year 6 : What will our country look like in 50 years?