

# Parwich Primary School Geography Progression Grid

## Geography Intent

At Parwich Primary School, we aim for the children to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Parwich, our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers; we intend to achieve this. We have identified the various challenges faced by children with Special Educational Needs and Disabilities and identified ways to enable all pupils to access the wider curriculum. We have put provision in place by considering the support and resources required for each area of SEND within each subject area.

### EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS

3-4 YEARS	Reception	ELG
<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul> <p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<p><b><u>Understanding the World (People &amp; Communities)</u></b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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) maps.</li> </ul> <p><b><u>Understanding the World (The Natural World)</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

Areas of Study	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p><b><u>United Kingdom</u></b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>		<p><b><u>United Kingdom</u></b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.</li> </ul>		<p><b><u>United Kingdom</u></b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, identifying their human and physical features, including mountains, and rivers, and land-use patterns, showing change over time.</li> </ul>	
	<p><b><u>World Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul>		<p><b><u>World Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</li> </ul>		<p><b><u>World Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>Identify the position and significance of the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones;</li> <li>Use longitude and latitude to find locations on a map.</li> </ul>	
	<p><b><u>Key Vocabulary</u></b>            United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean</p>		<p><b><u>Key Vocabulary</u></b>            county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle</p>		<p><b><u>Key Vocabulary</u></b>            atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, Tropics of Cancer and Capricorn, time zones, Prime/Greenwich meantime</p>	

Areas of Study	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	<ul style="list-style-type: none"> <li>Compare the UK with a contrasting country in the world;</li> <li>Compare a local city/town in the UK with a contrasting city/town in a different country.</li> </ul>		<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom;</li> <li>Explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of South America.</li> </ul>		<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains and rivers and land-use patterns, showing change over time;</li> <li>Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	
	<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>South America, London, contrast, compare, capital city, China, Beijing, Asia, country, population, weather, similarities, differences, farming, culture, river, desert, mountains, mountain range, Himalayas, Nile, Egypt</li> </ul>		<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>Amazon rainforest, Parwich, city, Derbyshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural</li> </ul>		<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, environment</li> </ul>	

Areas of Study	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	<p><b><u>Physical Themes</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p><b><u>Physical Themes</u></b></p> <ul style="list-style-type: none"> <li>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary;</li> <li>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains (e.g. make a working model of a volcano, label it with the features of a volcano and explain what happens when it erupts).</li> </ul>		<p><b><u>Physical Themes</u></b></p> <ul style="list-style-type: none"> <li>Understand how a mountain region was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows);</li> <li>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America.</li> </ul>	
	<p><b><u>Human Themes</u></b></p> <ul style="list-style-type: none"> <li>Observe and describe the local area and its human and physical geography;</li> <li>Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</li> </ul>		<p><b><u>Human Themes</u></b></p> <ul style="list-style-type: none"> <li>Identify and sequence a range of settlement sizes from a village to a city;</li> <li>Describe the characteristics of settlements with different functions, e.g. coastal towns;</li> <li>Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas;</li> <li>Describe and compare similarities and differences between some regions in Europe and North or South America.</li> </ul>		<p><b><u>Human Themes</u></b></p> <ul style="list-style-type: none"> <li>Know and understand what life is like in cities and in villages and in a range of settlement sizes;</li> <li>Understand that products we use are imported as well as locally produced;</li> <li>Explain how the types of industry in the area have changed over time;</li> <li>Understand where our energy and natural resources come from;</li> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America.</li> </ul>	
	<p><b><u>Key Vocabulary</u></b> city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>		<p><b><u>Key Vocabulary</u></b> mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food</p>		<p><b><u>Key Vocabulary</u></b> latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources, renewable, non-renewable, consumers, environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental</p>	

Areas of Study	Key Stage 1		Key Stage 2			
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Geography Skills and Fieldwork	<p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>Use a world map, atlas or globe to name and locate the seven continents and five oceans;</li> <li>Use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas (e.g. locate the continents where different animals live on a blank base map of the world using an atlas);</li> <li>Use aerial photos to identify physical and human features of a locality.</li> </ul>		<p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>Use a map or atlas to locate some countries and cities in Europe or North and South America;</li> <li>Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK;</li> <li>Use digital maps to identify familiar places (e.g. using Google Earth, identify states and cities of the USA and locate them on a map).</li> </ul>		<p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America;</li> <li>Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones;</li> <li>Use digital maps to investigate features of an area.</li> </ul>	
	<p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>Draw a simple map with a basic key of places showing landmarks (e.g. create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor).</li> </ul>		<p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>Make a simple sketch map.</li> </ul>		<p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>Make sketch maps of areas using symbols, a key and a scale.</li> </ul>	
	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data (e.g. go into the playground to observe the weather and record this, building up a table of information to be discussed and described);</li> <li>Locate features of the school grounds on a base map.</li> </ul>		<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Present information gathered in fieldwork using a simple graph;</li> <li>Carry out fieldwork in the local area using appropriate techniques suggested (e.g. participate with a group to create a river in the playground using natural materials; use a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features).</li> </ul>		<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings);</li> <li>Present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</li> </ul>	

	<p><b><u>Fieldwork and Investigation</u></b></p> <ul style="list-style-type: none"> <li>Describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space);</li> <li>Describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick.</li> </ul>	<p><b><u>Fieldwork and Investigation</u></b></p> <ul style="list-style-type: none"> <li>Use four-figure grid references;</li> <li>Give direction instructions up to eight compass points;</li> <li>Adeptly use large-scale maps outside (e.g. follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references).</li> </ul>	<p><b><u>Fieldwork and Investigation</u></b></p> <ul style="list-style-type: none"> <li>Use four-figure grid references and find six-figure grid references;</li> <li>Describe height and slope from a map;</li> <li>Read and compare map scales.</li> </ul>
	<p><b><u>Key Vocabulary</u></b></p> <p>4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical</p>	<p><b><u>Key Vocabulary</u></b></p> <p>sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, grid reference</p>	<p><b><u>Key Vocabulary</u></b></p> <p>atlas, index, coordinates, latitude, longitude, key, scale, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph</p>