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| **Gawthorpe Community Academy**  **Geography Progression Grid** | | | |
| ***Geography at Gawthorpe allows a high quality education which stimulates children’s curiosity and fascination about the world and its people, this information will remain with them for the rest of their lives. Teaching geography will equip pupils with knowledge about diverse places, people, resources and natural and human environments.*** | | | |
|  | **At Key Stage One:** | **At Lower Key Stage Two:** | **At Upper Key Stage Two:** |
|  | **Geographical skills and fieldwork** | | |
|  | **GSF1:** Use world maps, atlases and globes to identify the United Kingdom **GSF1:** Use maps, atlases, globes and digital/computer mapping to locate **GSF1:** Use maps, atlases, globes and digital/computer mapping (Google Earth) to and its countries, as well as the countries, continents and oceans studied at countries and describe features studied locate countries and describe features studied.  this key stage. **GSF2:** Use the eight points of a compass, four and sixfigure grid references, **GSF2:** Use the eight points of a compass, four-figure grid references, symbols  **GSF2:** Use simple compass directions (North, South, East and West) and symbols and key (including the use of OS maps) to build their knowledge of the and key (including the use of Ordnance Survey maps) to build their knowledge of locational and directional language [i.e. near and far; left and right], to UK and the wider world. the United Kingdom in the past and present.  describe the location of features and routes on a map **GSF3:** Use fieldwork to observe, measure, record and present the human and **GSF3:** Extend to 6 figure grid references with teaching of latitude and longitude in **GSF3:** Use aerial photographs and plan perspectives to recognise physical features in the local area using a range of methods, including sketch depth.  landmarks and basic human and physical features; devise a simple map; maps, plans and graphs, and digital technologies. **GSF4:** Expand map skills to include non-UK countries  and use and construct basic symbols in a key **GSF5:** Use fieldwork to observe, measure and record the human and physical  **GSF4:** Use simple fieldwork and observational skills to study the geography features in the local area using a range of methods, including sketch maps, plans of their school and its grounds and the key human and physical features of and graphs, and digital technologies. its surrounding environment | | |
|  | **Location knowledge** | | |
|  | **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 | **LK1:** 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  **LK2:** 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 landuse patterns; and understand how some of these aspects have changed over time  **LK3:** 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) | **LK1:** Locate main countries in Europe and North or South America. Locate and name principal cities.  **LK2:** Compare 2 different regions in UK rural/urban.  **LK3:** Locate and name the main counties and cities in England.  **LK4:** Linking with History, compare land use maps of UK from past with the present.  **LK5:** Identify the position and significance of latitude/longitude and the Greenwich  Meridian. Linking  with science, time zones, night and day |
|  | **Place knowledge** | | |
|  | **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. | **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 India.  **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. | **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 linked with current world issues. |
|  | **Human and phyiscal knowledge** | | |
|  | **HPG1:** Identify seasonal and daily weather patterns in the United Kngdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and use basic geograhical knowledge to refer to these.  **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. | 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. | 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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|  |  | **Tier 3 Disciplinary Vocabulary @ KS1:** |  | **Tier 3 Disciplinary Vocabulary @ LKS2:** | **Tier 3 Disciplinary Vocabulary @ UKS2:** |
|  | Weather  Atlas  Map  Human  Physical |  | Climate  Field work  Hemisphere  Land use |  | Urban  Rural  Sustainable  Renewable  Hemisphere  Biome  Tropic of Cancer  Tropic of Capricorn |

The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The following progression highlights ‘expected’ level for areas of the History curriculum:

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| Geographical skills and fieldwork | Location knowledge | Place knowledge | Human and physical knowledge |
| **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 EYFS:**  Children know about similarities and differences in relation to places, objects, materials and living things. | **At EYFS:**  Children talk about the features of their own immediate environment and how environments might vary from one another. | **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. |

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| **Geography** | | | | | | |
|  | **Key Stage One: Autumn** | | **Lower Key Stage Two: Autumn** | | **Upper Key Stage Two: Autumn** | |
|  | **Year 1 - Our School and local area** | **Year 2- Magical Mapping /oceans, seas and continents** | **Year 3-Villages, towns and cities** | **Year 4- Rivers** | **Year 5- Slums** | **Year 6-Local Fieldwork Including mining** |
| **Knowledge** | -Where do I live?  -Our classroom  -Where is our school? – understand that Gawthorpe is part of Ossett  Fieldwork around our school -How do you get to school?  -Marvellous map symbols  What is our local area like? To understand Gawthorpe is a village and Ossett is a town  -Out and about fieldwork  -Fieldwork follow up  -Houses and homes  -Jobs on our local area  -Let’s make a change | -Mapping it out  -Routing around  -Atlas skills-The UK  -Atlas skills-The world  -Viewing from above  -Mapping our oceans and seas | -Where are the worlds people?  -What is a settlement?  -What affects where people live?  -How are settlements shaped?  -What makes up a city?  -How are cities and villages different places to live? | -What are the world’s rivers?  -How do rivers shape the land?  -What landforms can create a river?  -Why are rivers important to people?  -What happens when a river floods? | -What is a slum?  -Why do slums develop?  -How are Rochinha and Dharavi similar and different?  -What challenges do people face living in slums?  -How can life in the slums be improved?  -How can crime be tackled in slums? | -Why do fieldwork?  -What tools do geographers use? (2 lessons)  -How do geographers collect data? -How do geographers present their data?  -What do geographers do with their data? |
| **Skills** | They can say what they like about their locality.  -They can tell someone their address.  -To name the four points of a compass.  -To begin to recognise map symbols.  -They can draw a simple map. -They can describe some places which are not near the school. -They can describe a locality using words and pictures. -  -They can answer some questions using different resources, such as books, their own observations the internet and atlases.  -They can name key human features associated with a town or village, e.g. ‘church’, ‘farm’,  ‘shop’, ‘house’ and link these to jobs.   * Carry out a survey identifying human features of Gawthorpe | -To draw a simple sketch map of an area in Gawthorpe.  -To devise simple maps and use construct basic symbols in a key.  -To use atlases to identify to UK and its countries.  -To use aerial photographs and plan perspectives to recognise landmarks in Ossett and the wider world  -To use basic geographical vocabulary to refer to key human and physical features. -They can find where they live on a map of the UK. | -They can describe the main features of a village.  -They can describe the main physical differences between cities and villages – compare Wakefield and Gawthorpe  -They can explain why people may choose to live in a village rather than a city.  -They can explain why a place is like it is.  -They can explain why people are attracted to live in cities.  -They can carry out a survey to discover features of cities and villages.  - carry out and conduct a survey/ questionnaire about Wakefield compared to Gawthorpe (e.g. traffic and features) | -They can explain why main cities of the world are situated by rivers?  -They can use maps and atlases appropriately by using contents and indexes.  - Name major rivers around the world E.g. River Nile, Amazon river, River Thames, Mississipi River and River Calder, Ganges  - Understand the River Calder leads to the Humber and into the North Sea.  -They can locate and name some of the main islands that surround the UK.  -They can label the same features on an aerial photograph as on a map.  - They can carry out field work relating to the river Calder including depth and water flow. | -They can locate and name the main countries in South America on a world map and atlas. -They can explain how a location fits into its wider geographical location; with reference to human and economical features. -They can give extended descriptions of the physical features of different places around the world.  -They can collect information about a place and use it in a report.  -They can describe how some places are similar and others are different in relation to their human features. | -They can choose the best way to collect information needed and decide the most appropriate units of measure.  **-**They can use OS maps to answer questions.  **-**They can accurately use a 4 figure grid reference and a 6 figure grid reference.  - They can create sketch maps when carrying out a field study.  **-**They can confidently explain scale and use maps with a range of scales.  -They can recognise key symbols used on ordnance survey maps.  -They can make detailed sketches and plans; improving their accuracy later.  - They can use maps to locate key features in the local area E.g. mine, water tower |
| **Vocabulary** | Address  Photograph  Local area  Observe  Near/far  Passport  Distance  Key  Title  Compass  North, East, South, West  Plan  Aerial view  Label  Fieldwork  Direction  Frequency table  Past  Present  Position  Map  Map symbols | Sketch map  Key  Title  Compass rose  Map symbols  Route  Time  Index  Page numbers  Contents  Human  Physical  Cartographer  Ground level view  Perspective  Satellite  Colour code  Man-made  Natural  Sea  Mass  Salt water | Population  Distribution  Population density  Settlement  Village  Town  City  Megacity  Employment  Leisure  Advantage  Disadvantage  Hunter gatherer  Nomandic people | River  Landscape  Lake  Sea  Ocean  Source  Mouth  Erosion  Transportation  Sediment  Deposition  Riverbed  River banks  Landform  Tributary  Agriculture | Slum  Settlement  Densely populated  Inhabitant  Urbanisation  Urban  Rural  Migration  Push factors  Pull factors  Services  Inequality  Quality of life  Standard of living | Fieldwork  Primary data  Secondary data  Quantitative data  Qualitative data  Analysis  Conclusion  Evaluation  Accuracy  Reliability  Bias  Correlation |
| **Expectation of skills** | **Year One:**      Please insert pictures of pieces of work that demonstrate the progression in practice in our school  **progression** | **Year Two:** | **Year Three:** | **Year Four:** | **Year Five:** | **Year Six:** |

NB: Progression in drawing evidence is from a short unit focused on Remembrance Day, and will be updated from the artist-led drawing units completed in school as appropriate.

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| **Geography** | | | | | | |
|  | **Key Stage One: Spring** | | **Lower Key Stage Two: Spring** | | **Upper Key Stage Two: Spring** | |
|  | **Year 1 -Beside the seaside** | **Year 2- Wonderful Safari** | **Year 3- Mountains and Earthquakes** | **Year 4 -Migration** | **Year 5-Biomes** | **Year 6- Population** |
| **Knowledge** | Where is our seaside’s? -Features of the seaside?  -Seaside’s past and present  -Let’s explore a seaside town  -Islands everywhere -Who can’t see the sea? | - Where is Uganda? -Let’s explore -National parks and wildlife -African animals -Marvellous Maasai -My day, your day | -What is the earth made of?  -What are fold mountains?  -How are volcanoes formed? -How does an earthquake occur?  -What happens when a volcano erupts?  -What happens when an earthquake occurs? | -What is migration?  -How do migrants vary? -How does migration affect people and places?  -What is economic migration?  -What is a refugee?  -How will climate change affect migration? | -What are the Earths biomes?  -What affects an ecosystem?  -What is the tundra?  -What is the taiga?  -What is the savanna?  -How are biomes being damaged? | -Where are all the people?  -Why does population change? -What is a population pyramid? -What challenges can a growing population present?  -How do we feed the planet? |
| **Skills** | They can find out about a locality by asking some relevant questions to someone else.  -They can say what they like and don’t like about their locality and another locality.  - They can carry out a questionnaire to find out about other peoples likes and dislikes.  -They can find out about a locality by using sources of evidence.  -They can describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley.  -To locate sea side resorts in the four countries of the UK. -Use an atlas/map of the UK to locate key seaside towns and coastlines. | -They can describe a place outside Europe using geographical words. -They can describe where Uganda is located using key words.  -To name and locate the world’s seven continents and five oceans. In the context of Africa (Uganda). -To 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 (Uganda)  -To use simple compass directions (N,E,S,W) and locational and directional language to describe the location of features and routes on a map. | -They can describe how volcanoes are created. -They can describe how earthquakes are created. -They can locate and name some of the most famous volcanoes.  -They can describe how volcanoes have an impact on people’s lives. | . – They can compare lives in Ukraine / Poland / Western Asia compared with their own  **-**They can use a geographical word to describe a place and the events that happen there.  -They can name up to six cities in the UK and locate them on a map including London, Birmingham, Manchester, Wakefield, Edinburgh, Belfast, Cardiff  -They can explain why climate change has an effect on people moving.  -They can think about the distance and time between two countries. | -Understand geographical similarities and differences through the study of key cities to explain current world issues.  -They can say where the Tropic of Cancer and the Tropic of Capricorn is on a world map.  – They can record how different biomes affect living conditions. -They can explain how a location fits into its wider geographical location; with reference to physical features.  -They can map land use.  -They can locate the Arctic Circle. | **-**They can make careful measurements and use the data.  **-**They can collect information about a place and use it in a report.  -They can describe how some places are similar and others are different in relation to their human features.  -They can explain what a place might be like in the future, taking account of issues impacting on human features.  -They can use maps, aerial photos, plans and web resources to describe what a locality might be like. |
| **Vocabulary** | Local area  School  Home  Address  Directions  Position  Locate  Street  River  Forest  Stream  Houses  Detached  Semi-detatched  Terraced  Cottage  Bungalow  Flats  Caravan  Job  Work  Continent | Visit  National  International  Village  Town  City  Rural  Urban  Tourists  Local area  Coastline  Beach  Harbour  Lighthouse  Promenade  Pier  Sand dunes  St. Ives  Cornwall  Headland  Mainland | Magma  Tectonic plate  Plate margin  Mountain range  Fold mountain  Volcano  Earthquake  Tsunami | Migration  Migrant  Source country  Host country  Push factor  Pull factor  Economic migrant  International; migrant  Employment  Refugee  Asylum seeker  Persecution  Climate change | Biome  Ecosystem  Climate  Deciduous  Dormant  Equator  Fauna  Flora  Latitude  Temperature  Tropics  Deforestation | Birth rate  Death rate  Infant mortality rate  Natural increase  Natural decrease  Life expectancy  Inequality  Population  Migration  Population density  Population distribution  Rural area  Urban area  Sparsely populated  Densely populated |
| **Expectation**    **of skills progression** | **Year One:** | **Year Two:** | **Year Three:** | **Year Four:** | **Year Five:** | **Year Six:** |

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| **Geography** | | | | | | |
|  | **Key Stage One: Summer** | | **Lower Key Stage Two: Summer** | | **Upper Key Stage Two: Summer** | |
|  | **Year 1- Our Country** | **Year 2- London** | **Year 3-Water, Weather and**  **Climate** | **Year 4-Natural resources in Northern Chile** | **Year 5-Energy and Sustainability** | **Year 6-Globalisation** |
| **Knowledge** | -Town and countries  -Welcome to the UK -Up, up and away -Let’s explore the UK  -Travelling Ted Tours London  -How is Brasilia different from London? |  | -What is Earths water? -What makes up for the weather?  -Why does its rain?  -Why does the UK have wild weather?  -What is the reason for the season?  -Why is the world’s weather changing? | -What are the world’s natural resources?  -How has the use of natural resources changed?  -What resources does Chile have?  -What resources does the UK have?  -How does resource exploitation cause problems?  -What is the circular economy? | -What is sustainability?  -How do we produce energy? (2 lessons)  -What is special about Curitiba?  -What is special about Freiburg?  -What does the future hold? | -What is globalisation?  -How has globalisation changed the way we communicate?  -How does globalisation affect trade? -What does globalisation have to do with fashion?  -What does globalisation have to do with food?  -Where will globalisation lead us? |
| **Skills** | -They can identify the four countries making up the United Kingdom.  -They name some of the main towns and cities in the United Kingdom. To name Wakefield Leeds and capital cities  -They can point out where the equator, North Pole and South Pole are on a globe or atlas.  -They can name the major cities of England, Wales,  Scotland and Ireland |  | -They can explain how the water cycle works. -They are aware of different weather in different parts of the world, especially Europe. -They can accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels).  -They can begin to use 4 figure references.  -They can accurately plot North, East, South and West on a map. | **-**They can confidently describe physical features in a locality. **-**They can explain how a locality has changed over time with reference to human features. **-**They can find different views about an environmental issue.  What is their view?  -They can suggest different ways that a locality could be changed and improved.  **-**They can name a number of countries in the Northern Hemisphere.  **-**They can describe the main features of a well- known city (Santiago). | -Expand map skills to  -include non-UK countries.  -Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings.  -They can map land use. | -They can give extended descriptions of the physical and human features of different places around the world and use this to compare.  -They can explain why globalisation affects trade.  - They can name the largest trade in the world and give advantages and disadvantages of these.  -They can explain why globalisation has helped some industries.  -They can map land use with their own criteria. -They can identify what speed and scale is and how this affects trading with other countries. |
| **Vocabulary** | Wales  Northern Ireland  Equator  Ariel view  Bird’s eye view  Landmarks  Journey line  Castle  Harbour  Beach  Port  Motorway  South America  London  Northern hemisphere  Tourists | Nairobi  Indian Ocean  River Tana  Mount Kenya  Population  Culture  Great rift valley  Savannah  Wetlands  Grasslands  Endangered species  Big five  Migrate  Extinct  Maasai tribe  Warriors  Maize  Rural  Urban | Weather  Climate  Atmosphere  Evaporation  Transpiration  Condensation  Precipitation  Surface runoff  Groundwater  Lake  Stream  River  Infiltration  Temperature  Air mass | Natural resources  Exhaustible/non renewable  Consumption  Abundance  Scarcity  Fossil fuels  Renewable  Extraction  Mining | Sustainable  Unsustainable  Renewable energy  Non-renewable energy  Fossil fuels  Pivotal  Development  Abode  Economic  Unprecedented  Biodegradable  Controversial  Technology | Globalisation  Imports  Exports  Trade  International trade  Politics  Culture  Cultural  Technology  Economy  Economic  Unsustainable  GDP  Revenue  TNC |
| **Expectation**    **of skills progression** | **Year One:** | **Year Two:** | **Year Three:** | **Year Four:** | **Year Five:** | **Year Six:** |

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| **Geography** | | |
|  | **Key Stage One: Autumn/Spring/Summer** | |
|  | **Cycle A-Wonderful weather** | **Cycle B- What a wonderful world** |
| **Knowledge** | -What is weather?  -How does the weather affect us?  -Forecasting the weather  -Weather dangers  -Hot and cold weather  -Our frozen planet | -Round and round  -Around our continents  -It’s a small world  -Hot and cold climates of the world  -Ted tours Europe  -Amazing aerial views |
| **Skills** | * They can explain how the weather changes with each season. * They can explain the main features of a hot and cold place.   -They can use map skills to locate hot and cold places.   * They begin to explain why they would wear different clothes at different times of the year.   -They tell something about the people who live in hot and cold places.  -They explain what they might wear if they lived in a very hot or a very cold place. -They can ask questions about the weather.  -They can keep a weather chart. | * They can name the continents of the world and find them in an atlas.   -To begin got name 2-3 of the worlds Oceans.  -To label a world map accurately.  -To confidently locate the 7 continents of the world using a map.   * To explain how a journey can be made around the world.   -To explain where hot and cold countries are located in the world.  -To name climate zones around the world using words (temperate, cold, warm, tropical)  -I can find key features in aerial photographs (bridges, roads, coastline, forests, houses) using my observation skills. |
| **Vocabulary** | Weather  Changes  Seasons  Weather recording  Thermometer  Autumn  Winter  Spring  Summer  Affect  Forecast  Flooding  Drought  Blizzards  Heat wave  North pole  South pole  Antarctic  Equator | Northern Hemisphere  Southern Hemisphere  Asia  Africa  Sphere  Pacific Ocean  South America  Population  World map  North America  Journey line  Compass directions  Climate zones  Region  Aerial view Bird’s eye view  Vegetation |
| **Expectation of skills** | **Year One:**      Please insert pictures of pieces of work that demonstrate the progression in practice in our school  **progression** | **Year Two:** |