Geography Progression and Assessment Grids

KS1	LKS2	UKS2

Intent:

At Whittingham C of E Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Whittingham C of E Primary enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; 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. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at our school and also to their further education and beyond.

- Ensure we are covering skills and concepts from the national curriculum.
- We aim to develop locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork which are transferrable to any topic within geography and throughout the year groups.
- We have chosen these topics for their local relevance and engaging content as well as giving children the opportunity to build their knowledge of the wider world.
- We ensure children have the opportunity to embed and build on their previous knowledge and understanding throughout the year groups.

Implementation:

- We will structure lessons so that prior learning, revision of facts and geographical understanding are continuously built upon.
- We will ensure introduction and revision of key vocabulary is built into each lesson and ensure children have the opportunity to use these within lessons.

Impact:

- We want children to develop a love for geography and exploring the wider world as well as their local environment.
- As the children develop their vocabulary this will be displayed throughout the classroom/school.
- We will measure the impact of lessons through key questioning, child led assessment and summative assessment.

Geographical skills and fieldwork	**Year 1**	**Year 2**	**Year 3**
	• ask simple geographical questions e.g. What is it like to live in this place? • use simple observational skills to study the geography of the school and its grounds • use simple maps of the local area e.g. large scale print, pictorial etc. • use locational language (e.g. near and far, left and right) to describe the location of features and routes • make simple maps and plans e.g. pictorial place in a story	• 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 • use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, 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 their school and its grounds and the key human and physical features of its surrounding environment	• 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 • use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, 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 their school and its grounds and the key human and physical features of its surrounding environment
	Year 4	**Year 5**	**Year 6**

	• Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. • measure straight line distances using the appropriate scale • explore features on OS maps using 6 figure grid references • draw accurate maps with more complex keys • plan the steps and strategies for an enquiry	• understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world • 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 and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. • use maps, charts etc. to support decision making about the location of places e.g. new bypass
Locational Knowledge	**Year 1**	**Year 2**	**Year 3**
	• understand how some places are linked to other places e.g. roads, trains	• name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom • name, locate and identify characteristics of the seas surrounding the United Kingdom	• identify where countries are within the UK and the key topographical features • name and locate the cities of the UK
	Year 4	**Year 5**	**Year 6**
	• recognise the different shapes of the continents • demonstrate knowledge of features about places around him/her and beyond the UK • identify where countries are within Europe, including Russia • recognise that people have differing qualities of life living in different locations and environments • know how the locality is set within a wider geographical context	• identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day • recognise the different shapes of countries • identify the physical characteristics and key topographical features of the countries within North America • know about the wider context of places e.g. county, region, country • know and describe where a variety of places are in relation to physical and human features • know the location of: capital cities of countries in the British Isles	• 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 • 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

		and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent	these aspects have changed over time • 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)
Human and Physical	**Year 1**	**Year 2**	**Year 3**
	• describe seasonal weather changes	• 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 key 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	• identify physical and human features of the locality • explain about weather conditions/patterns around the UK and parts of the Europe
	Year 4	**Year 5**	**Year 6**
	• describe human features of the UK regions, cities and/or counties • understand the effect of landscape features on the development of a locality • describe how people have been affected by changes in the environment • explain about natural resources e.g. water in the locality • explore weather patterns around parts of the world	• know about the physical features of coasts and begin to understand erosion and deposition • understand how humans affect the environment over time • know about changes to the world environments over time • understand why people seek to manage and sustain their environment	• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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

Place knowledge	Year 1	Year 2	Year 3
	• name, describe and compare familiar places • link their homes with other places in their local community • know about some present changes that are happening in the local environment e.g. at school • suggest ideas for improving the school environment	• 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	• understand why there are similarities and differences between places • develop an awareness of how places relate to each other
	Year 4	**Year 5**	**Year 6**
	• know about the wider context of places – region, country • understand why there are similarities and differences between places	• compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences	• understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America

Key Vocabulary		
KS1	**LKS2**	**UKS2**
General Geographical Vocab **Atlas Capital Country Map Directions Compass Globe Global Island Local Area Region Street City Town Village Weather Seasons Ocean Land**	General Geographical Vocab **Country Continent Map Environment Physical and human characteristics city Topographical features latitude longitude Equator Settlement water cycle atlas globe features Key compass**	General Geographical Vocab
Grace Darling (Coasts) **Maps Compass Directions Coast Ariel Photographs Capital Cities Beach United Kingdom Seas Plan Key Location North South East West Distance Island Costal Rural Northumberland Local England**	Greeks (Where in the World) **Maps Countries Continents Europe Flags Capital Cities Unities Kingdom Seas Geographical Regions Topographical features hills Mountains Coastal**	Where in the World **Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic Circle The Prime/Greenwich Meridian Time Zones**

Scotland Wales Ireland Northern Ireland		
Famous People (Columbus) **Global Continent Country North Pole South Pole North Atlantic Ocean British Isles Land Sea Asia Africa Europe Antarctica North America South America Australasia Arctic Ocean Indian Ocean South Atlantic North Pacific South Pacific**	Anglo Saxons (Rivers) **River Stream Evaporation Condensation Precipitation Water Cycle Food Minerals water Brackish Channel Current Delta Deposition Erosion Estuary Meander Mouth Rapid Reservoir River Bed Sediment Source Tributary Waterfall**	The Americas **North and South America Environmental Regions Cities Countries**
Our Wonderful World (Non-European Countries – comparisons) **Seasons Weather Summer Spring Autumn Winter Year Months Patterns Hot and Cold Areas Route Map Area Local Europe Compare City Town Village Farm Factory Directions Compass North East South West**	Vikings (The Rainforest) **Rainforest Equator Northern and Southern Hemisphere Tropics of Cancer and Capricorn Climate Zone Biomes Layers Colony Canopy Deforestation Indigenous Vegetation Tropical Temperate Extinct Cloud Forest Emergent Layer Humid Evergreen Habitat Understory Drip Tips Biodiversity**	The UK **Countries Life expectancy population Mountains Coasts Rivers**
Great Fire of London (London) **Capital City London Street Town Area Built Up Population**	Bronze age (Local study – Ingram Valley) **North South East West Near and Far Left and Right Compass Grid References Ordnance Survey Maps**	Natural Disasters **Active dormant extinct Volcano Tornado Earthquake Magma Heat Wave**
Amazing Animals (Different Animals and where they come from) **Continents Countries Climate Weather Population Hot and Cold Climates Ocean**	Natural Disasters (Coasts) **Aerial Photographs Plan Perspectives Landmarks Key Erosion Deposition Ports Fishing Harbours Beaches Coastal Lighthouses**	Countries in Europe (The River Nile) **River Stream Evaporation Condensation Precipitation Water Cycle Food Minerals water Brackish Channel Current Delta Deposition Erosion Estuary Meander Mouth Rapid Reservoir River Bed Sediment Source Tributary Waterfall**
Inventors (Trees from different countries) **Trees Country Import Export Landscape Lakes**	Romans (European Regional Contrast – Italy) **Continents Geographical Similarities and differences Locations Environments Region**	Local Geography Study **Four and six figure Grid References Symbols Key Ordnance Survey Map Sketch maps**

	Country	Graphs