



Geography Knowledge and Skills Progression Grid

Big Ideas	<p>Locations: Where places are in the World and in relation to each other</p> <p>Human Geography: What a place is like, how it changes and what humans do there – settlements and economic activity.</p> <p>Physical Geography: Key processes and patterns in the world including rivers, mountains, volcanoes and climatic zones.</p> <p>Fieldwork: learning directly in the real world outside the classroom.</p>						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and place knowledge	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><u>To know and talk about the local area.</u></p>	<p>Build on EYFS previous learning</p> <p>Study a small area of the uk - Harlow</p> <p>Name, locate the four countries of the UK</p> <p>name and locate the world's seven continents and five oceans</p>	<p>Build on previous years' learning</p> <p>Study a small area of another country (non-European country)</p> <p>Antarctica – McMudo Station and compare to Harlow</p> <p>identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>name and locate the world's seven continents and five oceans</p> <p><u>To locate and name counties and cities of the United Kingdom and the seas around them.</u></p>	<p>Build on previous years' learning about UK, countries, cities and continents</p> <p>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, equator</p> <p>learn Spain, Russia, Germany, Greece, Italy</p>	<p>Build on previous years' learning building about UK</p> <p>Locate the world's countries of north and south America learn key physical and human characteristics, countries, and major cities - Grand Canyon and Colorado River, Hoover Dam and where it goes to/ what it is used for, Lake Mead an artificial lake.</p> <p><u>To understand the similarities and differences of a region within North or South America.</u></p>	<p>Build on previous years' learning</p> <p>Locate the world's countries, learn key physical and human characteristics of countries and major cities – Japan, Mount Fuji and coastline. Learn about earthquakes, tsunamis.</p> <p>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.</p>	<p>Build on previous years' learning</p> <p>Apply learning on Climate change and sustainability – revisit McMudo Station, Antarctica</p> <p>Revisit learning on Amazon rainforests, Equator make links to Spanish for Equator, link to Mayans</p> <p><u>To compare and contrast two areas Harlow and Antarctica.</u></p>

Vocab	<p>Introduce vocabulary to enable children to talk about their observations and to ask questions.</p> <p>Close, far, place, similarities, differences, Human and physical features, route, map</p>	<p>Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, continent, Europe, North America, South America, Africa, Asia, Antarctica, Australia, England, Scotland, Wales, Northern Ireland, UK (United Kingdom),</p>	<p>Build on previous years vocabulary. country, nation, flag, capital city, London, Edinburgh, Cardiff, Belfast, sea, ocean, English Channel, North Sea, Irish Sea, Atlantic Ocean, Town, seaside, Arctic</p>	<p>Build on previous years vocabulary. Europe, Spain, Madrid, Germany, Berlin, Italy, Rome, Russia, Moscow, Greece, Athens</p>	<p>Build on previous years vocabulary. North America, USA (United States of America), Greenland, Colorado, Washington DC, Amazon Rainforest, Brazil, Brasilia, weather, climate, landscape,</p>	<p>Build on previous years vocabulary. latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, Earthquakes, fault, seismic, tremors, tsunami,</p>	<p>Build on previous years vocabulary Revisit previous vocabulary</p>
Human and Physical geography	<p>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;</p> <p><u>To talk about the features of their own immediate environment</u></p>	<p>Build on EYFS previous learning</p> <p>identify seasonal and daily weather patterns in the United Kingdom as continuous provision</p>	<p>Build on previous years' learning</p> <p>locate the hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Learn Equator is an imaginary line, focus on weather in these regions.</p> <p><u>To discuss the weather and seasons in the UK and explain where hot and cold places are.</u></p>	<p>Build on previous years' learning</p> <p>Learn about one River in the UK, how it moves from source to port and sea. Learn about London and the river Thames.</p>	<p>Build on previous years' learning</p> <p>describe and understand key aspects of the Rainforest</p> <p>human geography including: economic activity including trade links, settlement</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</p> <p><u>Explain how physical features have formed, why they are significant and how they can change</u></p>	<p>Build on previous years' learning</p> <p>Learn about 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 – Japan Gold, Copper, Steel, Iron.</p>	<p>Build on previous years' learning</p> <p>Learn about Harlow and surrounding areas, land use, trade, links to Stanstead Airport, GlaxoSmithKline. Compare to trade links for Harlow and Stanstead - GlaxoSmithKline</p> <p><u>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes</u></p>

Vocab	Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.	Human geography vocabulary: city, town, house, shop Physical geography vocabulary: season, weather	Human geography vocabulary: village, factory, farm, office, port, harbour, Physical geography vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, Arctic, equator,	Human geography vocabulary: land use, settlement, tourism, economy,	Human geography vocabulary: region, risk, hazard, economy, prevention food, resources, deforestation, unsustainable Physical geography vocabulary: earthquake, igneous, minerals, geology, tectonic plates, fault line, collision climate zone, biome, forest, rainforest, tundra, biodiversity, habitat, Argentina, Brazil,	Human geography vocabulary: energy, minerals, export, economic activity, Physical geography vocabulary: earthquake, tremor, vibration, wave, displacement	Human geography vocabulary: trade, fair trade, eco-tourism, commercial farming, producer, consumer, mechanisation, Physical geography vocabulary: water cycle, precipitation, evaporation, condensation, greenhouse gasses, greenhouse effect
Fieldwork	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>To see changes happening during the year.</u></p>	<p>Build on EYFS previous learning</p> <p>Continuous provision</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as continents and oceans</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>devise a simple map; and use and construct</p>	<p>Build on previous years' learning</p> <p>use simple fieldwork and observational skills to study the geography of the school's key human and physical features of its surrounding environment.</p> <p>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 of the school and its surrounding area.</p>	<p>Build on previous years' learning</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Focus more on map work, compass direction, Essex maps, roadways and motorways</p>	<p>Build on previous years' learning</p> <p>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</p> <p><u>To communicate locations through grid references and coordinate.</u></p>	<p>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. Harlow Town and Stanstead airport.</p>	<p>Build on previous years' learning</p> <p><u>To demonstrate high quality of collecting, analysing, and communicating a range of data.</u></p>

		basic symbols in a key of the school	<u>To create a simple map of Old Harlow and its surrounding roads and footpaths; use and construct basic symbols in a key.</u>				
Vocab	Behind, next to, on top, under, near, far, Church, road, school, map, features, human, physical, map	Map, atlas, globe, photograph, key Compass, north, south, west, east, directions, near, far, left, right,	Roundabout, road, footpath	Symbol, digital mapping, eight point compass, north east, south east, north west, south west, sketch map	Design, local area, local features, surveys, investigations, buildings, recording and presentation, table/data, conclusions	sketch map, plan, graph, four figure grid, reference Ordnance Survey (OS) Map, River, Stort, River Thames	traffic survey, tally vehicles, traffic flow, parking problems, traffic controlled high street users, shopkeepers, children, senior citizens, businesses, software, environment, traffic routes traffic, analysing, evidence