

Deer Park Primary School



Geography Curriculum Progression Framework

Whole School Geography Curriculum Progression Grids

Key

**Geographical
enquiry**

Physical geography

Human geography

**Geographical
knowledge**

Statements in bold denote challenge questions

Geography EYFS and Year 1 Cycle

Autumn		Spring		Summer	
Polar regions (A)	My school (B)	Where do I live? (A)	Around the UK/Occupations (B)	My journey to a hotter place (A)	Journey to the Amazon (B)
<p>EYFS</p> <ul style="list-style-type: none"> •Can they listen and understand the views and opinions of others? •Do they create pictures to reflect their observations they make? •Can they explore the natural world around them? •Do they know that land use in the environment changes? •Can they look at land changes over time and how land helps us to survive? •Can they discuss the different environments around us and how they help us with food and survival? •Do they know that the world around us changes and make observations on how that happens? •Do they 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? •Can they use photographs, maps and artefacts to compare the world around us. •Can they use photographs, maps and artefacts to compare the world around us. create pictures and maps to reflect the observations they make? 	<p>EYFS</p> <ul style="list-style-type: none"> •Can they listen and understand the views and opinions of others? •Do they create pictures to reflect their observations they make? •Can they listen and understand the views and opinions of others to draw upon experiences and reflect on their similarities and differences within different religious groups? •Can they talk about buildings within the local environment and how they have changed over time. •Can they talk about buildings within the local environment and how they have changed over time. explore the natural world around them, making observations and drawing pictures of animals and plants? •Do they understand the effect of the changing seasons on the natural world around them? •Can they make observations about the groups make up the local environment? •Can they use photographs, maps and artefacts to compare the world around us. •Can they use photographs, maps and artefacts to compare the world around us. create pictures and maps to reflect the observations they make? •Can they draw information from a simple map? 	<p>EYFS</p> <ul style="list-style-type: none"> •Can they listen and understand the views and opinions of others to draw upon experiences and reflect on their similarities and differences within different religious groups? •Do they create pictures to reflect their observations they make? •Can they talk about buildings within the local environment and how they have changed over time. •Can they talk about buildings within the local environment and how they have changed over time. explore the natural world around them, making observations and drawing pictures of animals and plants? •Do they understand the effect of the changing seasons on the natural world around them? •Can they make observations about the groups make up the local environment? •Do they know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class? •Do they know that different religious groups make up the local environment? •Can they use photographs, maps and artefacts to compare the world around us. •Can they use photographs, maps and artefacts to compare the world around us. create pictures and maps to reflect the observations they make? 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Geography EYFS and Year 1 Cycle

Autumn		Spring		Summer	
Polar regions (A)	My school (B)	Where do I live? (A)	Around the UK/Occupations (B)	My journey to a hotter place (A)	Journey to the Amazon (B)
<p>YEAR 1</p> <ul style="list-style-type: none"> •Can they answer questions about the weather? •Can they keep a weather chart? •Can they make plausible predictions about what the weather may be like later in the day or tomorrow? •Can they explain how the weather changes with each season? •Can they begin to explain why they would wear different clothes at different times of the year? •Can they explain how the weather affects different people? <p>•Can they make inferences by looking at a weather chart?</p> <p>•Can they make plausible predictions about what the weather may be like in different parts of the world?</p> <p>•Can they answer questions using a weather chart?</p>	<p>YEAR 1</p> <ul style="list-style-type: none"> •Can they label a diagram or photograph using some geographical words? •Can they find out about a locality by using different sources of evidence? •Can they find out about a locality by asking some good questions to someone else? •Can they say what they like and don't like about their locality and another locality like the seaside? •Can they explain what makes a locality special? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? •Can they explain what facilities a town or village might need? <p>•Can they find the longest and shortest route using a map?</p> <p>•Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</p>	<p>YEAR 1</p> <ul style="list-style-type: none"> •Can they say what they like about their locality? •Can they sort things they like and don't like? •Can they think of a few good questions to ask about a locality? •Can they tell someone their address? •Can they name key features associated with a town or village, e.g. church, farm, shop, house? •Can they describe some physical features of their own locality? <p>•Can they name different jobs that people living in their area might do?</p> <p>•Can they name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house?</p>	<p>YEAR 1</p> <ul style="list-style-type: none"> •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they identify the four countries making up the United Kingdom? •Can they name some of the main towns and cities in the United Kingdom? •Can they point out where the equator, north pole and south pole are on a globe or atlas? •Can they describe some places which are not near the school? Can they name the main cities of England, Wales, Scotland and Ireland? •Can you find where they live on a map of the UK? <p>•Can they name a few towns in the south and north of the UK?</p>	<p>YEAR 1</p> <ul style="list-style-type: none"> •Can they explain the main features of a hot and cold place? •Can they describe a locality using words and pictures? •Can they say something about the people who live in hot and cold places? •Can they explain what they might wear if they lived in a very hot or a very cold place? •Can they describe some of the features associated with an island? •Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? •Can they name the continents of the world and find them in an atlas? •Can they name the world's oceans and find them in an atlas? <p>•Can they point out the North, South, East and West associated with maps and compass?</p>	<p>YEAR 1</p> <ul style="list-style-type: none"> •Can they locate some of the world's major rivers and mountain ranges? •Can they describe a place outside Europe using geographical (physical)? •Can they describe human features of own locality, such as the jobs people do? <p>•Can they explain how the jobs people do may be different in different parts of the world?</p>

Geography Year 1 and 2 Cycle

Autumn		Spring		Summer	
Wingerworth (A)	UK (B)	Weather (A)	Changing World (B)	Hot an cold islands (A)	Here and there (B)
<ul style="list-style-type: none"> •Can they say what they like about their locality? •Can they sort things they like and don't like? •Can they think of a few good questions to ask about a locality? •Can they tell someone their address? •Can they name key features associated with a town or village, e.g. church, farm, shop, house? •Can they describe some physical features of their own locality? 	<ul style="list-style-type: none"> •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they identify the four countries making up the United Kingdom? •Can they name some of the main towns and cities in the United Kingdom? •Can they point out where the equator, north pole and south pole are on a globe or atlas? •Can they describe some places which are not near the school? Can they name the main cities of England, Wales, Scotland and Ireland? •Can you find where they live on a map of the UK? 	<ul style="list-style-type: none"> •Can they answer questions about the weather? •Can they keep a weather chart? •Can they make plausible predictions about what the weather may be like later in the day or tomorrow? •Can they explain how the weather changes with each season? •Can they begin to explain why they would wear different clothes at different times of the year? •Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> •Can they locate some of the world's major rivers and mountain ranges? •Can they describe a place outside Europe using geographical (physical)? •Can they describe human features of own locality, such as the jobs people do? 	<ul style="list-style-type: none"> •Can they explain the main features of a hot and cold place? •Can they describe a locality using words and pictures? •Can they say something about the people who live in hot and cold places? •Can they explain what they might wear if they lived in a very hot or a very cold place? •Can they describe some of the features associated with an island? •Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? •Can they name the continents of the world and find them in an atlas? •Can they name the world's oceans and find them in an atlas? 	<ul style="list-style-type: none"> •Can they label a diagram or photograph using some geographical words? •Can they find out about a locality by using different sources of evidence? •Can they find out about a locality by asking some good questions to someone else? •Can they say what they like and don't like about their locality and another locality like the seaside? •Can they explain what makes a locality special? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? •Can they explain what facilities a town or village might need?
<ul style="list-style-type: none"> •Can they name different jobs that people living in their area might do?# •Can they name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house? 	<ul style="list-style-type: none"> •Can they name a few towns in the south and north of the UK? 	<ul style="list-style-type: none"> •Can they make inferences by looking at a weather chart? •Can they make plausible predictions about what the weather may be like in different parts of the world? •Can they answer questions using a weather chart? 	<ul style="list-style-type: none"> •Can they explain how the jobs people do may be different in different parts of the world? 	<ul style="list-style-type: none"> •Can they point out the North, South, East and West associated with maps and compass? 	<ul style="list-style-type: none"> •Can they find the longest and shortest route using a map? •Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?

Geography Year 3 and 4 Cycle

Autumn		Spring		Summer	
UK Physical Maps (A)	How do people earn a living? (B)	Europe Physical Maps (A)	Where does our food come from (B)	Weather Around the World (A)	Where on earth are we? (B)
<ul style="list-style-type: none"> •Can they identify key features of a locality by using a map? •Can they accurately plot NSEW on a map? •Can they use some basic OS map symbols? •Can they label the same features on an aerial photograph as on a map? •Can they use maps and atlases appropriately by using contents and indexes? •Do they know the difference between the British Isles, Great Britain and UK? •Can they name up to six cities in the UK and locate them on a map? •Can they locate and name some of main islands that surround the UK? •Can they name the areas of origin of the main ethnic groups in the UK & in their school? 	<ul style="list-style-type: none"> •Can they confidently describe human features in a locality? •Can they explain why a locality has certain human features? •Can they explain how the lives of people living in the Mediterranean would be different from their own? •Can they find different views about an environmental issue? What is their view? 	<ul style="list-style-type: none"> •Can they make accurate measurements of distances within 100Km? •Can they identify key features of a locality by using a map? •Can they accurately plot NSEW on a map? •Can they use some basic OS map symbols? •Can they use appropriate symbols to represent different physical features on a map? •Can they describe the main physical differences between cities and villages? •Can they name and locate some well-known European countries? •Can they name and locate the capital cities of neighbouring European countries? •Can they name the two largest seas around Europe? •Do they know the countries that make up the European Union? 	<ul style="list-style-type: none"> •Can they carry out a survey to discover features of cities and villages? •Can they find the same place on a globe and in an atlas? •Can they confidently describe physical features in a locality? •Can they describe the main features of a village? •Can they describe the main features of a well-known city? •Can they explain why a place is like it is? •Can they begin to recognise the climate of a given country according to its location on the map? 	<ul style="list-style-type: none"> •Can they accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc.? •Can they locate the Mediterranean and explain why it is a popular holiday destination? •Are they aware of different weather in different parts of the world, especially Europe? 	<ul style="list-style-type: none"> •Do they use correct geographical words to describe a place and the things that happen there? •Can they begin to use a 4 figure grid reference? •Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? •Can they explain why people are attracted to live in cities? •Can they explain why people may choose to live in a village rather than a city? •Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? •Can they name a number of countries in the Northern Hemisphere? •Can they name some regions in North and South America? •Do they understand geographical similarities and differences through the study of a region in North and South America?
<ul style="list-style-type: none"> •Can they give accurate measurements between 2 given places within the UK? •Can they name the counties that make up the home counties of England? 	<ul style="list-style-type: none"> •Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> •Can they explain why a locality has certain physical features? •Can they explain how a locality has changed over time with reference to physical features? 	<ul style="list-style-type: none"> •Can they explain how a locality has changed over time with reference to human features? 	<ul style="list-style-type: none"> •Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> •Can they work out how long it would take to get to a given destination taking account of the mode of transport? •Can they plan a journey to a place in England?

Geography Year 5 and 6 Cycle

Autumn		Spring		Summer	
Mountains and Volcanoes (A)	Rivers and coasts (B)	What is it like in the	Where does all that stuff	How has the village of	Are we damaging our world?
<ul style="list-style-type: none"> •Can they collect information about a place and use it in a report? •Can they describe how volcanoes are created? •Can they explain how the water cycle works? Can they describe how earthquakes are created? •Can they locate and name some of the world's most famous volcanoes? •Can they name of the most major earthquakes? •Do they understand that earthquakes and volcanoes are often associated? •Can they explain how mountains are formed? •Can they name and locate many of the world's most famous mountain regions on maps? 	<ul style="list-style-type: none"> •Can they confidently explain scale and use maps with a range of scales? •Can they choose the best way to collect information needed and decide the most appropriate units of measure? •Can they explain why many cities of the world are situated by rivers? •Can they explain why water is such a valuable commodity? •Can they explain why people are attracted to live by rivers? •Can they explain how rivers are formed? •Can they name and locate many of the world's major rivers on maps? 	<ul style="list-style-type: none"> •Can they plan a journey to a place in another part of the world, taking account of distance and time? •Can they explain how time zones work? •Can they locate and name the main countries in South America on a world map and atlas? •Can they use an atlas and globe to locate the Amazon rainforest and the Amazon River? • Can they explain some of the ways in which the Amazon rainforest is valuable? •Can they describe some similarities and differences between my local area and a region in South America? •Can they name at least 2 animals that live in the Amazon and describe how they have adapted to their habitat? •Do they know why ports are important and the role they play in distributing goods around the world? •Can they extend their knowledge and understanding beyond their local area to include South America? 	<ul style="list-style-type: none"> •Can they explain how a location fits into its wider geographical location; with reference to physical features? •Can they describe how some places are similar and others are different in relation to their human features? •Can they accurately use a 4 figure grid reference? •Can they explain how a location fits into its wider geographical location; with reference to human and economical features? •Can they map land use with their own criteria? •Can they describe how some places are similar and others are different in relation to their physical features? •Do they understand that there are various outcomes for items of clothing that are no longer wanted? •Can they 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? 	<ul style="list-style-type: none"> •Can they map land use? •Can they make detailed sketches and plans; improving their accuracy later? •Can they make careful measurements and use the data? •Can they use OS maps to answer questions? •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? •Can they create sketch maps when carrying out a field study? •Can they recognise key symbols used on ordnance survey maps? 	<ul style="list-style-type: none"> •Can they find possible answers to their own geographical questions? •Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? •Can they explain what a place might be like in the future, taking account of issues impacting on human features? •Can they report on ways in which humans have both improved and damaged the environment? •Can they explain how human activity has caused an environment to change? •Can they explain several threats to wildlife/habitats? •Can they explain the carbon cycle? •Can they describe some threats to our oceans? •Do they understand some ways in which minerals can be developed sustainably?
<ul style="list-style-type: none"> •Can they describe how volcanoes have an impact on people's life? 	<ul style="list-style-type: none"> •Can they name and locate the main canals that link different continents? •Can they name the main lines of latitude and meridian of longitude? 	<ul style="list-style-type: none"> •Do they understand geographical similarities and differences through the study of human and physical geography of a region in South America? 	<ul style="list-style-type: none"> •Can they use a range of self selected resources to answer questions? 	<ul style="list-style-type: none"> •Can they analyse population data on two settlements and report on findings and questions raised? 	<ul style="list-style-type: none"> •Can they define geographical questions to guide their research? •Do they understand the term sustainable development? Can they use it in different contexts? •Can they describe and understand key aspects of the distribution of natural resources including energy, minerals and water?