Geography Progression Ladder

Pitmaston Primary School

This document gives a clear overview of the progression of substantive and disciplinary knowledge that our pupils are taught in Geography, throughout their primary education at Pitmaston Primary School.

Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning.

Vocabulary is built upon each year, whilst still allowing prior language to be referred to across the key stages.

Where possible and relevant, our curriculum has been designed to utilise the physical and human features of our local area to further support effective learning.

EYFS	People, Culture and communities	The Natural World	Past and Present
Vocabulary:	Past England beach sea Present Worcestershire river, Communities St Johns town, Map World shop farm house near, far		
	Knowledge of their home location (where their house is) Know what a map is Know simple keys on a basic map including houses and rivers (Linked to their own home and River Severn)	Know the difference between plants and bushes (to enable them to make observations of their environment) Know some similarities and differences between the natural world and contrasting environments. Know the name of the seasons Know why the seasons are different	Know similarities and differences between things in the past and now Know if a story is set in the past or present based on clues in the pictures

Year 1	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Vocabulary:	near, far, left, right, North, South, East, West, London, City, Country town, country, England, United Kingdom, location, direction, population, migration			
Topic 1: The United Kingdom – Where am I?

Topic 2 Where can a map take me? Paddington Bear and his Marvellous Maps

Topic 3: Home and Away. (Would you rather live in Worcester or Mumbai) | Know where they live and the names of the 4 countries that make up the United Kingdom

Know the capital cities of England, Wales, Scotland and Northern Ireland.

Know where London is in relation to Worcester

Know the names and locate the surrounding ocean and seas of the United Kingdom | Know the key physical and human features of Worcester

Know what and where the Malvern Hills are.

Know some similarities and differences between the physical and human features of England and Mumbai – landmarks, rivers, beaches
Know the similarities and differences between St John's / Worcester and Mumbai

Be exposed to the word migration and understand this as movement to a different place. | Know how the weather affects us in Worcester?
Know the impact the weather has on the River Severn.

Know the difference between rural and urban

Know what a hill is. Know the basic human and physical features of St Johns / Worcester (River Severn / Cathedral) and London (London Eye / River Thames)

Know some of the key human features that are similar in England/London and Mumbai – that both places have many ports linked with trade

Know some of the differences in terms of the human features in England to Mumbai

Identify landmarks of Worcester and Mumbai from an aerial photograph. | Know how to use the world map and atlas to locate Great Britain, England, Wales, Scotland and Ireland

Know the simple compass directions

Know how to use a basic map to locate certain areas in the school.

Know how to use directional and locational language to describe a location

Know how to create a simple map and how to use symbols on the map

Know what an aerial view is and identify aerial photographs.

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 |

Year 2	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Vocabulary	Equator, hemisphere, continents, Fiji, Maps, plans, atlas, globe, physical, human, features, atlas, map, route, north, south, east, west, place, local area, Coast, beach, promenade, pier, dock, quay, seaside, marina, waterfront, mooring, bay, cliff, port, tourist, island, town, shanty town, volcano, harbour, ocean, key, symbols, climate, coast line, mainland, coastline, promenade, sand dune, sand, gravel, shingle, pebbles, coves,			
Topic 1: Cool Antarctica Topic 2: Fantastic Fiji Topic 3: Oh I do Like to be beside the Seaside	Know, name and locate the world's 7 continents and 5 oceans Know where the equator is on a world map in relation to the poles and draw this on a world map Name the Poles and place them accurately on a map Locate and place Great Britain and Fiji on a world map Know the oceans and surrounding seas of Fiji and the UK Understand the geographical definition of a coast Know the names of key places along the coast line Know how to use a simple map to find places located on a coast line in the UK Know where the United Kingdom is and name its capital city. Know the names and locations of Scotland, Wales, England Ireland, continents and oceans	Know the key physical and human differences between United Kingdom, Fiji (contrasting non-European country), Worcester and Weston Super-Mare and the United Kingdom and Antarctica Know the differences between a town and a city (Building on from Year 1 simplistic overview)	Know the difference in weather patterns and climates between the UK and Antarctica and Worcester and Weston-Super-Mare. Identify seasonal and daily weather patterns of the Antarctica and Arctic Know the human and physical features in our local area and Fiji and their similarities and differences, St Johns / Worcester (River Severn / Cathedral) and Weston Super-Mare Know the impact on climate and weather/seasons with regards to the countries location linking with the effects of living near to the equator. Know why diet is shaped by the environment (drawing on knowledge around climate and location effects and impact) Know and use appropriate language to describe the weather Use appropriate language to describe features of a seaside Explain how visiting the seaside helps the local people. Know the basic geographical vocabulary when referring to the physical features of the coast: beach, cliff, coast, sea, ocean, river.	Know the 4 main compass directions and names Identify, name and find map symbols on world maps, aerial maps and atlases. Identify and name map symbols using drawn, aerial, world, atlases and google maps. Know the key physical and human features of Worcester and Weston Super-Mare and why these encourage tourism.

Year 3	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Vocabulary:	China, hemisphere, culture, economy, population, settlement, trade links, natural resources, inner core, outer core, mantle, liquid mantle pushes through the crust, volcano, lava, flow, ring of fire, **seismic, seismometer,** eruptions, tectonic plates, ordinance survey, 8 point reference language when using a compass, canals, county, tsunami, tourism, dormant, active, glacial ice, glaciers, fjords, provinces, Europe, European Union, Bucharest			
Topic 1: Volcanoes and Earthquakes

Topic 2: Enter the Dragon. (China)

Topic 3: Travelling the UK and Europe | Retrieval: Locate the 7 continents. Know the capital cities of countries previously taught

Locate Iceland and the 5 oceans – linked to the Ring of Fire (Pacific Ocean)

Identify the position and significance of, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,

Locate China in relation to the rest of the world and the hemispheres it is in.

Know how its location affects its climate and weather using language such as hemisphere

Know how to locate European countries

Know and locate the counties, with a focus on Worcestershire, in England
Know where Romania is in relation to England.

Know some of the cities of the UK.

Know why people migrate from Romani to the UK and vice versa. | Know the physical similarities and differences between England and Iceland including using language of tectonic plates, eruption, latitude

Know the similarities and differences between the human and physical features of London and Beijing and China, London and Bucharest and compare them to each other. | Know the Earths structure using terms including tectonic plates and the impact of the tectonic plates on the physical geography of the world. (Tsunami, earthquake, volcano)

Know what an Earthquake is and how to measure them.

Describe using language including vent, mantle and crust, physical geography of volcanoes – including active and dormant *(This looks at the location and characteristics of the world's most significant human features and builds on their awareness of geographical knowledge and understanding from KS1)*

Know some positive and negative effects of volcanoes on tourism

Know why economic activity including trade links and the natural distribution of natural resources including energy and food / minerals makes China such a successful country.

Understand the economic trade of Europe and how much the UK relies on Europe for certain goods. | Know where Iceland is and show this on a map, atlas or globe.

Know how to use the map, atlases and globes to locate specific countries including China.

Know and use 8-point reference of a compass to locate, London and Bucharest
Know how to use 4 figure grid references to locate London and Bucharest

Know how to use the maps / atlas and globe to locate Europe, United Kingdom, England, Romania, London, Bucharest |

Year 4	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Vocabulary:	tributaries, evaporation, condensation, precipitation, interception, infiltration, percolation, transpiration, runoff, and storage, upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander confluence, flood plain, levee, delta, estuary, erosion, deposition, transportation, oxbow, flood plains, sustainable, Fairtrade, positive, negative, economic and social environmental factors dense canopies, biome vegetation, indigenous, logger, tropics, biodiversity, extinction, tropical and temperate rainforests, ranching, border.			
Topic 1: Rainforests

Topic 2: Somewhere to settle

Topic 3: Raging Rivers | Know the countries, cities and seas of and around the United Kingdom
Know the names of some of the counties, including the West Midlands
Locate the 7 continents

Retrieval: Name and locate the major rivers in England and the UK: Severn and Thames, Trent.

Using an atlas and globe, locate the Nile and Amazon, using language such as Tropics, Equator and Hemisphere

Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and know the impact of this on geographical regions with a focus on rainforests.

Locate the Amazon Rainforest and other large rainforest using a map | Egypt with a focus on the Amazon River / Nile:

Know the similarities and differences of the rivers in England to the Nile and Amazon –

Know the geographical similarities and human and physical geography of the United Kingdom and South America (South America – Amazon Rainforest)

Know the different types of settlements and be able to describe these differences.
Compare a settlement – past and present. | Know why the major cities were targeted in the war using terms including economic growth, distribution of food, water disruption and economic activity

Know and describe the key features of the largest rivers in the world AND the UK.
Know the various parts of the water cycle and describe these to another person and use the appropriate geographical and scientific language associated with rivers and the water cycle:
Know the key processes within a river system including erosion, deposition.
Know the effects of flooding, the causes and how this impacts settlement.
Know the effect of global warming on river levels in terms of people lives and management of flooded areas.
Know what makes a settlement sustainable and why people would want it to be.
Know how economy and civilisations within a settlement can be sustained.
Use digital technologies to evaluate how land use has changed over time.
Provide reasons as to why the land use may have changed and discuss the impact of this change on a civilisation.

Know the key aspects of physical geography, including: climate zones, biomes and vegetation belts, and the impact on rainforest
Name the layers of the rainforest and know the environmental features of the rainforest
Know why deforestation is occurring and share the impact of this on the planet. Explain reasons for deforestation including insight into financial / economic gains

Know the term extinction and the impact deforestation is having on animals as well as indigenous tribes | use maps, atlases, globes and digital/computer mapping to locate countries and describe the rainforests including geographical location and describe the main features of the rainforest.

Know the 8 points of a compass and use the 4-6 figure grid reference and key on a map to locate the rainforest.

Know the impact and causes of flooding – looking at sustainability when utilising the power of water. |

Year 5	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Vocabulary:	time zone, source (of a river), fold, fault, block, dome, volcanic, plateau, valley, foot, slope, outcrop, ridge, treeline, snow line, plateau, Himalayas, weather forecast, mountain, summit			
Topic 1: Mighty Mountains Topic 2: Climate Change Topic 3: Trading and Economics	Name and show on a map, the most significant mountain ranges and the country they are located in Know and name the seven major plates Know the definition of migrant and immigrant. Know why migrants might choose the UK	Know and discuss the geographical similarities and differences linked to the physical geography of a region of the United Kingdom –major mountain regions Be able to explain the climate around mountain areas and the risk associated with mountain climate Reach informed decisions as to why there is a need for the Fair Trade approach and critique the current relationships between companies in developed and developing countries	Know the definition of mountains and hills and describe why and how they are different Know and explain why not all mountains look the same. Use the terms mountain, summit, valley, foot, slope, outcrop, ridge, treeline, snow line, plateau correctly. Know the positive, negative, economic and social environmental factors of mountain areas including: types of settlement and land use, economic activity including trade links, how tourism can affect the mountainous areas both positive and negative aspects Know what climate change is and how it affects Earth. To know how the Earth is changing due to global warming. To know Earth's temperature is increasing. Know that climate change impacts the glacier sea ice and ice sheets; the sea levels rising; drought; flooding; etc. and be able to explain how these changes are affecting animals' lives and habitats. Know a variety of contributors to global warming. Know alternative ways humans can burn fossil fuels and the impact this would have on the Earth. Know some of the benefits of migrants to the UK economy including skill set offered	Know the location of mountain ranges around the world and locate them on a map. Visit to Malvern Hills as part of fieldwork.

Year 6	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Vocabulary:	Tropics of Cancer and Capricorn, landform, humidity, tropical climate, reside, landmarks, GMT,			
Topic 1: Breathtaking Brazil **Topic 2:** PGL Trip to Devon	Know where Brazil is located using language of hemisphere, longitude, latitude, Tropic of Cancer, Tropic of Capricorn Know the capital of Brazil Know how Brazil is relative to the UK and other countries within South America	Know and discuss geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Brazil in South America 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	Know what time zones are and explain why Brazil is 3 or 4 hours behind the UK Know why each time zone is 15 degrees linking to the tilt of the earth and sunlight hours. Know the impact of time zones on travel, communication and flight between countries Know the biomes that make up Brazil and how the climate zones are linked Know and explain the impact of biomes on the plants and animals that live within Brazil Know and locate the human and physical landmarks features of Brazil and compare these to the UKs. Know the key processes within a river system including erosion, deposition and transportation. Know key differences between Amazon and River Severn including populations of river settlement, impact of flooding linked to climate change, economic benefits of these Rivers on communities / country	Know how to use the 8 points of a compass and 6 grid references to Locate Brazil and Brasilia