



**Thorpe Hesley
Primary School**



THORPE HESLEY PRIMARY SCHOOL

Progression Document for EYFS Geography

	0-3 Years - N1 (Jan Nursery Starters)	3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters)	Reception
Key Vocabulary to keep revisiting	Materials, Outside, inside, weather, hot, cold, Africa	Natural, country, same , different, Thorpe Hesley, England, Africa	Maps, country, Thorpe Hesley, Rotherham, England, China, similar, different, seasons, weather, change
Locational Knowledge	To explore and respond to different natural phenomena in their setting and on trips	I know that I go to Thorpe Hesley Primary School I know that I go to school in Thorpe Hesley To explore and respond to their immediate environment	I know that I go to Thorpe Hesley Primary School I know that I go to school in Thorpe Hesley I can find my way around the school grounds I know that Thorpe Hesley is part of Rotherham I know that I live in Rotherham, Sheffield or Barnsley To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
Place Knowledge		I can compare Thorpe Hesley and Africa To know that there are different countries in the world and talk about the differences they have experienced or seen in photos	I know that polar regions are cold with ice and snow To recognise some environments that are different to the one in which they live, drawing on their experiences and what has been read in class I can compare Thorpe Hesley and China To recognise some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
Human and Physical Geography		To begin to understand the need to respect and care for the natural environment and all living things	I can recognise autumn with the changing colour of the leaves, winter with the colder weather, spring with flowers growing and summer with warmer weather To understand some important processes and changes in the natural world around them, including the seasons
Geographical Skills and Fieldwork	To explore natural materials, indoors and outside	To understand position through words alone. For example, “The bag is under the table,” – with no pointing To describe a familiar route To discuss routes and locations, using words like ‘in front of’ and ‘behind’. To use all their senses in hands-on exploration of natural materials	To use everyday language to talk about positions and distance to solve problems. To describe my relative position such as behind or next to. To explore the natural world around them To draw information from a simple map

Progression Document for KS1 Geography

Key Stage 1

Key Vocabulary to keep revisiting	city, town, village, countryside, continent, ocean, river, mountain, landmark, weather, season, climate
Locational Knowledge	<p>I can name the 4 countries that make up the United Kingdom: England, Scotland, Wales, Northern Ireland I can name the surrounding seas of the United Kingdom: North Sea, Irish Sea, English Channel To name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can name the 7 continents of the world: Europe, Asia, Africa, North America, South America, Oceania, Antarctica I can name the 5 oceans of the world: Pacific, Atlantic, Indian, Arctic, Southern To name & locate the 7 continents and 5 oceans of the world and locate them on a map.</p> <p>I can name and locate Mexico, Mexico City, Cancun, Gulf of Mexico, Chihuahua and Chichen Itza I can name and locate India, New Delhi, the Himalayas, the Ganges and the Taj Mahal</p>
Place Knowledge	<p>To talk about people and places within and beyond my local environment</p> <p>I can compare Thorpe Hesley and Mexico City I can compare Thorpe Hesley and Agra To compare a local city/town in England with a contrasting city in a non-European country</p> <p>I know that Thorpe Hesley is a rural village I know that Mexico City and Chihuahua are rural cities I know that Cancun is a coastal city I know that Agra is a rural city To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p>
Human and Physical Geography	<p>I can use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied To compare and contrast the human and physical features of a British locality with a non-European locality</p> <p>I know that winter is usually cold, wet and windy I know that spring is usually when the temperatures start to rise and it can be sunny or wet and the flowers start to bloom I know that summer is usually the warmest season with sunshine and storms I know that autumn is when the temperatures start to decrease and the leaves change colour and fall off the trees To talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</p> <p>I know that hot parts of the world are closer to the equator and cold parts of the world are furthest away I know that cold parts of the world are close to the North and South Poles To locate and talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles</p>
Geographical Skills and Fieldwork	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate with accuracy countries of the UK including the capital cities, continents and identified oceans.</p> <p>To identify and use aerial images to recognise landmarks and basic physical features.</p> <p>To learn and use the four points of a compass to describe the location of features on a map.</p> <p>To use simple grid references? (A1, B1)</p> <p>To devise a simple map and construct basic symbols in a key.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the school grounds and local area.</p>

Progression Document for Lower KS2 Geography

	Year 3	Year 4
Key Vocabulary for revisiting	country, capital city, Equator, Northern & Southern Hemisphere, biome, tropical, desert, temperate, polar, evaporation, condensation, precipitation, source, tributary, estuary, mouth, flood plain	county, region, Tropic of Cancer and Capricorn, Arctic and Antarctic Circles, gulf, mountains, rainforest, coasts, caves, bays, volcano, magma, tectonic plates, fault lines, earthquakes, tsunami
Locational Knowledge	<p>I can locate and name Rotherham To name and locate cities of the United Kingdom and recognise their identifying human and physical characteristics.</p> <p>I can locate and name Brazil, Brasilia, Rio de Janeiro, Atlantic Ocean and Southern Ocean I know that Brazil is in South America To locate the world's countries and capitals focusing on South America.</p> <p>I can locate and name the Equator and Northern and Southern Hemispheres I know that the Equator is an imaginary line around the middle of the Earth that helps people navigate and measure time To identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.</p>	<p>I can locate and name South Yorkshire To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</p> <p>I can locate and name Jamaica, Kingston and Caribbean Sea I know that Jamaica is in North America To locate the world's countries and capitals focusing on North America.</p> <p>I can locate and name the Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle I know that the Tropic of Cancer and Capricorn are imaginary lines that identify the last place that the sun can appear directly overhead and they mark the tropical regions I know that the Arctic and Antarctic Circles mark the polar regions To identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>
Place Knowledge	<p>I can compare Rotherham with the Amazon Rainforest, Teresina and Porto Alegre To describe geographical similarities and differences between a region in the United Kingdom and one in a South American country.</p>	<p>I can compare South Yorkshire with Jamaica and the Gulf Coast of the USA and Mexico To describe and explain how some regions are similar to and different from others using geographical language including a region in the United Kingdom and one in a North American country.</p>
Human and Physical Geography	<p>I know that Brazil is made up of rural, urban and coastal areas I know that Brazil is home to mountains, desert, forest, rainforest, wetland, savannah and pampas areas of land To identify the main physical and human characteristics of Brazil.</p> <p>I know that Brazil has a tropical climate and the UK has a temperate climate I know that a tropical climate is humid and defined by dry seasons and rainy seasons I know that a temperate climate has 4 seasons: winter, spring, summer and autumn I can name and locate some of the major rivers in the UK and Brazil I can identify some of the sections of a river: source, tributary, estuary, mouth, flood plain I can identify some of the processes associated with rivers: course, flow, erosion, transportation, deposition I can describe the sequence of the water cycle: evaporation, condensation, precipitation To describe key aspects of physical geography, including climate zones, biomes, vegetation belts, rivers and the water cycle.</p> <p>I know that Rio de Janeiro is an urban area known as “a city of two halves” To describe and understand key aspects of human geography.</p>	<p>I know that Jamaica is made up of rural, urban and coastal areas I know that the majority of Jamaicans are of Sub-Saharan African ancestry I know that the majority of Jamaicans live in the city (1/3 in Kingston alone) I know that Jamaica is home to mountains, rainforest, caves, caverns, coastal plains, sandy beaches and bays To ask and answer geographical questions about the physical and human characteristics of Jamaica. To describe and understand key aspects of human geography.</p> <p>I know that mountains are formed by the movement of tectonic plates I know that earthquakes are caused by the constant motion of tectonic plates building up friction I know that a tsunami can be caused when the epi-centre of an earthquake occurs under a large body of water I know that the borders of the tectonic plates are known as fault lines I know that volcanoes are formed when magma located at the centre of the Earth pushes its way upwards through the Earth’s crust I know that volcanoes are usually found along the boundaries of tectonic plates To describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes.</p>
Geographical Skills and Fieldwork	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in South America.</p> <p>To use the four points of a compass to give directions, simple grid references to locate places (co-ordinates in an atlas), symbols and keys.</p> <p>To create maps of locations identifying some features using a key.</p> <p>To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in North America.</p> <p>To use the eight points of a compass, four-figure grid references, symbols and keys.</p> <p>To create maps of locations identifying some features using a key.</p> <p>To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Begin to draw simple conclusions in response to questions explored.</p>

	Year 5	Year 6
Key Vocabulary for revisiting	Africa, DRC, Yorkshire, longitude, latitude, basin, low-lying plateau, equatorial climate, region, conflict, deforestation, biodiversity, erosion, clustered settlement, agricultural, residential, commercial, industrial	Europe, Germany, Berlin, Poland, North-central England, Meridian Line, time zones, longitude, region, territory, county, coastal erosion, cave, arch, stack, bay, headland, spit, sand dunes, deposition
Locational Knowledge	<p>I can locate and name Historic county of Yorkshire</p> <p>To identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers) and land-use patterns.</p> <p>I can locate and name Democratic Republic of Congo, Kinshasa, Madagascar, Cameroon, Ivory Coast, Niger, Burkina Faso, Mali, Senegal, Chad, Guinea, Rwanda, Burundi, Benin, Togo, Central African Republic, Republic of Congo, Gabon, Djibouti, Equatorial Guinea, Comoros, Seychelles</p> <p>I know that Democratic Republic of Congo (DRC) is in Africa</p> <p>To locate the world's countries and capitals focusing on Africa.</p> <p>I know that latitude determines how far north or south a place is, running parallel to the Equator</p> <p>I know that longitude determines how far east or west a place is</p> <p>To identify the position and significance of latitude and longitude.</p>	<p>I can locate and name North-central England as well as many of the different counties of the United Kingdom</p> <p>To identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time.</p> <p>I can locate and name Poland, Warsaw, Krakow, Germany, Berlin, Britain, France, Russia, China, USA, Australia, New Zealand, India, The Philippines, South Africa, Italy, Japan</p> <p>I know that Poland and Germany are in Europe</p> <p>I know that Germany became East and West Germany and Berlin became East and West Berlin from 1945-1990</p> <p>To name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns and understand how some of these aspects have changed over time.</p> <p>I know that the Meridian Line is zero degrees longitude and divides the Earth into the Eastern and Western Hemispheres</p> <p>To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p>
Place Knowledge	<p>I can compare Yorkshire with the Congo River basin, Congo rainforest, Rwenzori Mountains, Virunga Mountains and Mitumba Mountains, Atlantic Ocean coastline</p> <p>To describe and understand some of the reasons for geographical similarities and differences between a region in the United Kingdom and one in an African country.</p> <p>I know that the DRC is constantly changing due to increasing rates of deforestation</p> <p>I know that there has been a decades-long conflict for control of the DRC</p> <p>To explain how locations around the world are changing and explain some of the reasons for change.</p>	<p>I can compare North-central England with Lesser Poland region, Berlin-Brandenburg Metropolitan region,</p> <p>To describe and understand some of the reasons for geographical similarities and differences between a region in the United Kingdom and one in a European country.</p> <p>I know that Germany and Berlin were divided in 1945 and reunified in 1990</p> <p>I know that Poland gained territory from Germany after WW2</p> <p>To explain how locations around the world are changing and explain some of the reasons for change.</p>
Human and Physical Geography	<p>I know that the DRC is made up of rural, urban and coastal areas</p> <p>I know that the DRC is home to the Congo river basin, rainforest and mountains</p> <p>To ask and answer geographical questions about the physical and human characteristics of the DRC.</p> <p>I understand that deforestation in the DRC is changing the shape of the land, leading to biodiversity loss, soil erosion and having an impact on the climate</p> <p>To describe and understand key aspects of physical geography.</p> <p>I know that Thorpe Hesley is a clustered settlement that is home to agricultural, residential, commercial, industrial, transport, woodland land use</p> <p>To describe and understand key aspects of human geography including types of settlement and land use.</p>	<p>I know that the North-East coast of England is made up of rural, urban and coastal areas</p> <p>To ask and answer geographical questions about the physical and human characteristics of the North-East Coast of England</p> <p>I know that coastal erosion is changing the shape of the UK coastline</p> <p>I know that erosion of softer rock leads to the formation of bays</p> <p>I know that erosion of harder rock can cause cracks which eventually lead to the possible formation of caves, arches and stacks</p> <p>I know that deposition forms beaches made of sand or shingle</p> <p>To describe and understand key aspects of physical geography.</p>
Geographical Skills and Fieldwork	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Africa. To compare and contrast a range of maps (physical, aerial, thematic, political etc.).</p> <p>To use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps).</p> <p>To create real-life maps of locations using symbols and keys.</p> <p>To use different types of fieldwork (random and systematic) to observe, measure, record and present the human and physical features in the local area. Within these enquiries, produce maps, plans and graphs to support enquiries and fieldwork. This may include using digital technologies.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe and to explore places, regions and countries around the world and how they are connected to each other. To compare and contrast a range of maps (physical, aerial, thematic, political etc.), atlas information and globes.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) with increasing confidence.</p> <p>To create real-life maps of locations using symbols and keys and to plan routes using OS maps and digital mapping tools.</p> <p>To use different types of fieldwork (random and systematic) to observe, measure, record and present the human and physical features in the local area. Within these enquiries, produce maps, plans and graphs to support enquiries and fieldwork. This will include using digital technologies.</p>

