



# Blackheath Primary Academy

## Geography intent

The progression grid outlines the specific knowledge and skills which defines what our pupils are expected to be able to know and do in geography by the end of each phase.

### Locational Knowledge (The World, UK, Location, Position)

<p><b>At EYFS:</b></p> <ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>LK1: Name and locate the world's seven continents and five oceans</li> <li>LK2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>LK1: 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</li> <li>LK2: 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 these aspects have changed over time.</li> <li>LK3: Locate and name the main counties and cities in England.</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>LK1: Locate main countries in Europe and North or South America. Locate and name principal cities.</li> <li>LK2: Compare 2 different regions in UK rural/urban.</li> <li>LK4: Linking with History, compare land use maps of UK from past with the present (including local area).</li> <li>LK5: Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</li> <li>LK3: 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)</li> </ul>
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### Place Knowledge (Significant Places, Climate and Weather, Compare and Contrast)

<p><b>At EYFS:</b></p> <ul style="list-style-type: none"> <li>Children talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>Understand UK weather and seasons</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of their local area and a contrasting locality within the United Kingdom</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a study of Italy</li> <li>Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. parts of Prehistoric Britain</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North/South America.</li> <li>Understand geographical similarities and differences through the study of key cities linked with current world issues.</li> </ul>
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### Geographical Skills and Fieldwork (Maps, Physical Processes, Geographical Resources, Data Analysis, Fieldwork)

<p><b>At EYFS:</b></p> <ul style="list-style-type: none"> <li>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map</li> <li>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</li> <li>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.</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</li> <li>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.</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</li> <li>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>Expand map skills to include non-UK countries</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
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### Physical Geography (Physical Features, Environment, Natural materials)

<p><b>At EYFS:</b></p> <ul style="list-style-type: none"> <li>They make observations of animals and plants and explain why some things occur, and talk about changes</li> </ul>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>HPG1: 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</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Pupils will describe and understand key aspects of: Physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle and</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Pupils will describe and understand key aspects of: Physical geography including coasts and rivers, climate zones, biomes and vegetation belts.</li> </ul>
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	<p>North and South Poles use basic geographical vocabulary to refer to same.</p> <ul style="list-style-type: none"> <li>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<p>extreme weather events</p>	
<b>Human Geography (Human Features and Landmarks, Settlements and Land Use, Geographical Change)</b>			
<p><b>At EYFS:</b></p> <ul style="list-style-type: none"> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Human geography including trade links between UK, Europe and ROW</li> <li>Fair/unfair distribution of resources (Fairtrade) and sustainability.</li> <li>Distribution of natural resources including a study of a contrasting country in developing world</li> </ul>

<b>Overarching Geographical Vocabulary</b>			
<p><b>At EYFS:</b>  similarities  differences  communities  traditions  past  present</p>	<p><b>At Key Stage One:</b>  Weather  Map  Human  Physical  United Kingdom  Capital City  Country  Street  Bridge  Building  England  Scotland  Ireland  Wales  Equator  North Sea  Irish Sea  Ocean  English Channel</p>	<p><b>At Lower Key Stage Two:</b>  Climate  Field work  Hemisphere  Land use  Settlement  Landscape  Sketch map  Mountain  Erosion  Grid reference  Contour  Ox-bow lake  Evaporation  Precipitation  Hemisphere  Meander  Tectonic plates</p>	<p><b>At Upper Key Stage Two:</b>  Urban  Rural  Sustainable  Renewable  Hemisphere  Biome  Tropic of Cancer  Tropic of Capricorn  Climate zones  Vegetation belt  Population  Indigenous  Conservation  Export  Import  Scale (maps)  Antarctic  Arctic  Polar</p>