ACE Learning Progression Grid : Geography

Main Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	-Know where they live (town, country). -Know the name of their school and road. -Enjoy shared experiences such as visits to local places and visitors from the community. -Talk about the lives of the immediate people around them and their roles in the wider community.	-Name, locate and talk about the 4 countries and capitals of the UK and surrounding seas. -Locate the UK on a globe/world map Know their address.	-Name and locate the 7 continents and 5 oceans. -Understand key terms involved. -Locate N and S pole and Equator.	-Locate the UK on a variety of different scale maps. -Name & locate the counties/cities of UK.	-Locate Europe on a large scale map or globe. -Name and locate European capital cities. -Develop map reading skills using a key.	-On world maps/atlases/online resources, name and locate: Famous mountain regions USA, Canada and main countries of South America -Identify the position and significance of lines of longitude & latitude	-Recognise key symbols on OS maps. -Name the largest desert in the world. -Identify and name the Tropics of Cancer and Capricorn, and Arctic and Antarctic circles. -Explain how time zones work.
Place knowledge (NB: Specific knowledge may depend on topic)	-Compare our weather with another region's weather. -Name different types of weather.	-Compare and contrast an area of the UK and an area in a contrasting non-European area.	-Begin to give reasons for similarities and differences between an area of the UK and a contrasting area.	-Name and locate countries in Europe.	-Identify major rivers in Europe on a map. -Name major rivers around the world and their location.	-Locate areas of rainforest on world maps. -Compare the climate, vegetation and cultures with the UK.	-Identify areas of study. -Compare and contrast area with the UK with increasingly detailed explanations.

Physical Geography	- Are able to draw on knowledge of their immediate environment referencing points of interest through different ways. -Can discuss, the similarities and differences observed between natural environments, e.g. community green spaces, parks	-Explain the main features of a hot and cold place. -Describe a locality using words/pictures. -Explain how the weather changes with each season. -Name features associated with a town or village, e.g. church, farm, shop, house.	-Describe physical features of own locality, a locality not near school and one outside Europe. -Explain why houses are different in different locations, based on climate and physical features. -Describe the key features of a place, using e.g., beach, coast, forest, hill, mountain, ocean, valley, island.	-Use maps and atlases appropriately by using contents and indexes. -Confidently describe physical features in a locality.	-Use appropriate symbols to represent different physical features on a map. -Investigate the water cycle.	-Identify physical features of the rainforest. -Explain how volcanoes, earthquakes etc. occur. -Discuss topical weather events & their effects.	-Give extended descriptions of the physical features of different places in the UK and around the world. -Explain how our local environment has changed.
Human geography	-Can talk about festivals and celebrations that are marked within their own culture. -Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families. -Explore some similarities and begin to recognise some differences in	-Explain why they would wear different clothes at different times of the year and what they would wear if they lived in a hot/cold place.	-Explain how houses may be different in different parts of the world, based on cultures.	-Confidently describe human features in a locality. -Explain why a locality has certain human features (linked to the individual school).	-Explain why many cities of the world are situated by rivers. -Explain why water is such a valuable commodity.	-Explain how natural disasters affect communities. -Explain how people adapt to natural disasters and why they live there.	-Describe how some places are similar and others are different in relation to their human features.

	religious beliefs and cultural communities. -Have a developing awareness of life and how it differs in other countries.						
Map Work	-Draw a simple map of a real or imaginary place including some features e.g. houses, trees.	-Use a simple picture map to move around school Use relative vocabulary such as bigger, smaller, like, dislike. -Use directional language such as near and far, up and down, left and right, forwards and backwards.	-Follow a route on a map. -Use 4 compass directions. -Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.	-Follow a route with some accuracy. -Locate places using a range of maps (OS & digital). -Use 4 figure compasses, and letter/number co-ordinates to identify features.	-Follow a route on a large scale map. -Locate places on a range of maps (variety of scales). -Identify features on an aerial photo, digital or computer map. -Begin to use 4 figure grid references to identify features on a map.	-Compare maps with aerial photos. -Select a map for a specific purpose. -Begin to use atlases to find out other info (e.g. temperature). -Find and recognise places on maps of different scales. -Use 8 figure compasses, begin to use 6 figure grid references.	-Follow a short route on a OS map. -Describe features shown on an OS map. -Use atlases to find out data about other places. -Use 8 figure compass and 6 figure grid reference accurately. -Use lines of longitude and latitude on maps.
Making maps	-Describe their immediate environment using maps. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from maps.	-Draw basic maps, including appropriate symbols and pictures to represent places or features. -Use photographs and maps to identify features.	-Draw/make a map of real or imaginary places. -Add detail to a sketch map. -Use and construct basic symbols in a key.	-Make a map of a short local route with features in order. -Create a simple scale drawing. -Use standard symbols, and understand the importance of a key.	-Recognise and use OS map symbols, including completion of a key and understanding why it is important. -Draw a sketch map from a high viewpoint.	-Draw a variety of thematic maps based on their own data. -Draw a sketch map using symbols and a key. -Use and recognise OS map symbols regularly.	-Draw plans of increasing complexity. -Begin to use and recognise atlas symbols.

Geographical skills and enquiry: Field work	-Talk about what they can see in their local environment. -Choose to independently make observations of the natural world through comments / questioning, drawings and taking photographs. -Drawing on practical experiences, books and personal observations, know that living things live, grow and die. -Use vocabulary to describe an environment e.g. big, green, dirty etc.	-Use basic observational skills. -Carry out a small survey of the local area/school. -Draw simple Features.	-Ask and respond to basic geographical questions. -Ask a familiar person prepared Questions. -Use a pro-forma to collect data e.g. tally survey.	-Ask geographical questions. -Use a simple database to present findings from Fieldwork.	-Record findings from fieldtrips. -Use a database to present findings. -Use appropriate Terminology.	-Select appropriate methods for data collection such as interviews.	-Could link to trade fair Use a database to interrogate/amend information collected. -Use graphs to display data collected. -Evaluate quality of evidence collected and suggest improvements local study – collecting data.
Skills vocabulary	Map Globe Local Describe	Locate Question Features Observe Identify Record Similarities Differences Continent Country Label	Compare Contrast Direction Perspective Aerial sketch map Key Symbol Survey Tally Data Collect Present	Scale County City capital city Locality Index Contents standard symbols Key Coordinates OS map Purpose	Commodity Value Consequence Investigate Grid reference Viewpoint Database Collate Appropriate Method	Position Effect Research Reflect Justify	Evaluate Conclude Analyse Interrogate Amend Solution Quality Processes Responsibility

			Graph/chart Interview Record Explain	Represent			

Curriculum end points- what are we trying to achieve?

We believe that Geography is a crucial subject to help pupils understand their links with, and effects on, the natural world and their links with other people in the wider world. Geography is the study of our physical and human environment through the processes which shape it and the people who live in it. We aim to utilise children's natural curiosity with the world throughout specific themes in the ACE Curriculum.

EYFS (linked to ELG number)	KS1	KS2
• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (13) • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (14) • 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 (14) • Explain 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 (14) • Explore the natural world around them, making observations and drawing pictures of animals and plants (15) • 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 (15) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (15) •	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.