



**NUTLEY CE PRIMARY SCHOOL  
GEOGRAPHY PROGRESSION GRID**

At Nutley CE Primary School, we strive to teach children in a way that ignites their curiosity, and enables them to develop their geographical skills, knowledge and understanding independently in an immersive, practical and enjoyable way. We utilise our local environment to give the children rich experiences, both within the school and beyond its boundaries. As children progress, they should be able to build on their previous skills and knowledge, develop their explorative analytical skills, conduct their own investigations and know a wide range of geographical vocabulary. We strive to inspire them with both curiosity about the world around them, and the critical skills required to explore and understand its complexities.

**Key Stage One:**

Children in Key Stage One are taught about:

**Locational Knowledge**

Pupils are taught to: name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

**Place Knowledge**

Pupils are taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

**Human and Physical Geography**

Pupils are taught to: 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 North and South Poles; use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

**Geography Skills and Fieldwork**

Pupils are taught to: 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; use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; see 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; use simple fieldwork and observational skills to study the geography of their school and its grounds

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and the key human and physical features of its surrounding environment.

**Key Stage Two:**

Children in Key Stage Two are taught about:

**Locational Knowledge**

Pupils are taught to: 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; 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; 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).

**Place Knowledge**

Pupils are taught to: 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 or South America.

**Human and Physical Geography**

Pupils are taught to: describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.

**Geography Skills and Fieldwork**

Pupils are taught to: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; 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.

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<b>Locational Knowledge</b>				
	<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Skills</b>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name and locate the world's seven continents and five oceans;</li> <li><b>b</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</li> <li><b>c</b> use key vocabulary to</li> </ul>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and</li> </ul>	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p>

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		<p>demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>key physical and human characteristics;</p> <p><b>b</b> name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p><b>c</b> 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;</p> <p><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Children can:</p> <p><b>a</b> use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p><b>b</b> name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p><b>c</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North</p>
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				America, South America, border, key.
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Place knowledge				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Skills</b>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <p>a compare the UK with a</p>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children can 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 or South America.</p> <p>Children can:</p> <p>a understand geographical similarities and</p>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children can 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 or South America.</p> <p>Children can:</p>

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		<p>contrasting country in the world;</p> <p><b>b</b> compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>	<p>differences through the study of human geography of a region of the United Kingdom;</p> <p><b>b</b> explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</p> <p><b>c</b> understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</p> <p><b>d</b> explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</p> <p><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure,</p>	<p><b>a</b> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p><b>b</b> understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>
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			housing, business, industrial, agricultural.	
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<b>Human and Physical Geography</b>				
	<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Skills</b>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</p> <p>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.</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> 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 North and South Poles;</li> <li><b>b</b> use basic geographical vocabulary to refer to key</li> </ul>	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on</p>	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children will locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and</p>

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		<p>physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can: <b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li><b>a</b> physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</li> <li><b>b</b> human geography, including: types of settlement and land use;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can: <b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li><b>a</b> physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li><b>b</b> 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> <li><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods,</li> </ul>
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				<p>electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>
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<b>Geographical Skills and Fieldwork</b>				
	<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Skills</b>	<p>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.</p>	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p><b>KS1 Geography National Curriculum</b> Children can interpret</p>	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p><b>KS2 Geography National Curriculum</b> Children collect, analyse and</p>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p><b>KS2 Geography National</b></p>

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		<p>geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</li> <li><b>b</b> use simple compass directions and locational and directional to describe the location of features and routes on a map;</li> <li><b>c</b> devise a simple map; and use and construct basic symbols in a key;</li> <li><b>d</b> use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> <li><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East,</li> </ul>	<p>communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li><b>b</b> use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li><b>c</b> use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> </ul>	<p><b>Curriculum</b> Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li><b>b</b> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li><b>c</b> use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> </ul>
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		South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
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<b>Geography Year A</b>			
<b>Autumn Term 1</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Magical Me!</b> <b>Key Question – What makes me, me?</b>	<b>Castles and Kingdoms</b> <b>Key Question – Why do we have castles?</b>	<b>Key Question - Curiouser and curiouser - What's that sound?</b>	<b>Key Question – Deforestation – What's the problem?</b>
Exploring our new surroundings and getting to know our new learning environments.	Where do we find castle in the UK? Has anyone ever been to a castle in the UK?	Types of settlement and land use. Name the types of settlement. What kind of	Locational knowledge: South America, concentrating on its environmental regions,

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Autumn walk around the forest-how is it changing with the seasons?	Why is Lewes Castle where it is? What are the features of a castle? Do those features have a purpose? Could you build a castle anywhere? What are the four countries of the United Kingdom? Key human and physical features – e.g. mountains, rivers, lakes.	settlement is Nutley? What do people need to consider when creating a settlement? Create a sketch map of Nutley. What features are there? Show the changing elevation in landforms using a topographical map. These maps are useful for understanding how the shape of our land could affect rivers, weather, and soil types.	key physical and human characteristics, countries, and major cities. Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region within South America: The Amazon Rainforest, compared with The Ashdown Forest. Geographical skills: use maps, atlases, globes and digital/computer mapping to locate South American countries and describe features studied.
<b>Autumn Term 2</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Celebrations!</b> <b>Key Question – What do we celebrate?</b>	<b>Fire and Flames</b> <b>Key Question – Does the past change the future?</b>	<b>Key Question - What's the trouble with the Tomb of Tutankhamun?</b>	<b>Key Question - How have black people contributed to British history and culture?</b>
Exploring what celebrations look like in other countries – do we eat the same food? Use the same decorations? Celebrate the same events? What is the same and what is different?	Where did the Great Fire of London take place? How did the fire spread? Why? Did they have a fire service to put out the fire? Do we have a fire service in Nutley?	<b>N/A – History focus</b>  Children will however use their atlas skills to locate Egypt on a map.	Relating to the continent of Africa and the historical study of the West African kingdom of Benin, 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. Geographical skills: use maps, atlases, globes and digital/computer mapping to

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			locate countries and describe features studied.
<b>Spring Term 1</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>All Creatures Great and Small Key Question – What are habitats?</b>	<b>Winnie the Pooh Key Question – Who is AA Milne? Where are cold places in the world?</b>	<b>Key Question - A pinch, a sprinkle, a fizzle, a sizzle - what magic lies at the tip of your fingers?</b>	<b>Key Question – What exactly is ‘war-time spirit’?</b>
Exploring the natural world around them- what do different habitats look like? Observational drawings of animals and natural items. Winter walk – how does the forest change in winter?	Learning about the Geography of the Winnie the Pooh stories – Where did AA Milne live? Where were the stories based? What are the features of the Ashdown Forest? Creating a map with a key. Identify hot and cold areas in the world, in relation to the equator and North and South Poles, identify physical features of a place e.g. sea, ocean.	N/A History focus	Locational knowledge: Europe (now and during World War 2) (including the location of Russia), concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<b>Spring Term 2</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Once Upon a Time... Key Question – where will your imagination take you?</b>	<b>Bugs and Blooms Key Question – What creatures and plants grow in forests?</b>	<b>Key Question - Do we shape the environment or does the environment shape us?</b>	<b>Key Question – How can people successfully integrate?</b>

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Exploring what is the same and what is different from how people lived a long time ago, and stories from different cultures.	What is a forest? Are forests the same all over the world? Compare two Forest locations – Ashdown Forest and a location of a similar sized Rain Forest. “The Great Kapok Tree”.	Can you locate countries on a map using an index? Carry out a survey, accurately collect information, look at change in places, explore change in places How does human features have an impact on people’s lives? Why is a place like it is? Locate places and explain why they are a popular tourist destination.	Alongside a study of the Viking and Anglo Saxon struggle for the Kingdom of England, children will develop place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a European country: Scandinavia – Denmark, Sweden and Norway. Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<b>Summer Term 1</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Nature detectives! Key Question – What is nature?</b>	<b>Meet the Aliens Key Question – What is in space?</b>	<b>Key Question - How high can you go?</b>	<b>Key Question – Do new designs and technology always change the world for the better?</b>
Exploring nature – what does it look like? Discussions around different habitats for different creatures, and life cycles of animals.	Moon landing – where is the moon in relation to earth? Where is the Earth in comparison to other planets? Secondary resources – videos of landing, photos, info texts, powerpoints	Human and Physical Geography -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	Describe and understand key aspects of: human geography, including: economic activity including the distribution of natural resources including energy.

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		some of these aspects have changed over time	
<b>Summer Term 2</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Explorers!</b> <b>Key Question – Where on Earth are we, and where are we going?</b>	<b>We’re all going on a summer holiday</b> <b>Key Question – Is the coast the same everywhere in the world?</b>	<b>Key Question - What would the world be like if we embraced new sustainable technology?</b>	<b>Key Question – If you could create a new world, what would it be like?</b>
What is a map? What does the map of the world look like? Can we read a map of our classroom and school?	How is the seaside similar and different to Nutley and Ashdown Forest? – key features of each place – maps. (Links to pollution and sea life disappearing – compare our south coast sea life to the sea life in a part of The Great Barrier Reef.	N/A History focus	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.

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<b>Geography Year B</b>			
<b>Autumn Term 1</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Magical Me</b> <b>Key Question – What makes me, me?</b>	<b>All about me</b> <b>Key Question – What makes me special?</b>	Geography not taught this term.	<b>Key Question - Who am I? Where am I?</b>
Exploring our new surroundings and getting to know our new learning environments. Autumn walk around the forest- how is it changing with the seasons?	Making local maps with keys: Human and Physical Geography - use basic geographical vocabulary to refer to: Key physical features, including: forest, hill, soil, season and weather. Key human features, including: town, village, farm, house and shop.		Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, and land-use patterns; and understand how some of these aspects have changed over time. Geographical skills and fieldwork: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom; 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.
<b>Autumn Term 2</b>			

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<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Celebrations</b> <b>Key Question – What do we celebrate?</b>	<b>Toys</b> <b>Key Question – What are toys like now and from the past?</b>	Geography not taught this term.	<b>Key Question - What does it take to survive?</b>
Exploring what celebrations look like in other countries – do we eat the same food? Use the same decorations? Celebrate the same events? What is the same and what is different?	Seasons and weather patterns in UK and in colder countries. Human and Physical Geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to Equator & the North & South Poles		Locational knowledge: 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). Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<b>Spring Term 1</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>All Creatures Great and Small</b> <b>Key Question – What are habitats?</b>	<b>Into the woods</b> <b>Key Question – What grows in Ashdown Forest?</b>	<b>Key Question - Nurture vs Nature - What are my roots?</b>	<b>Key Question - Does wealth bring happiness?</b>
Exploring the natural world around them- what do different habitats look like? Observational drawings of animals and natural items. Winter walk – how does the forest change in winter?	Geographical skills and fieldwork – Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods. Human and physical geography –	Describe and understand key aspects of: physical geography: the water cycle	Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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	use basic geographical vocabulary to refer to key physical features, including: forest, hill, river, soil, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: town, village, farm, house and shop.		
<b>Spring Term 2</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Once Upon a Time... Key Question – where will your imagination take you?</b>	<b>Into the woods Key Question – What can we find out about animals on Ashdown Forest?</b>	Geography not taught this term.	<b>Key Question - Do animals have rights?</b>
Exploring what is the same and what is different from how people lived a long time ago, and stories from different cultures.	Geographical skills and fieldwork – Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods. Human and physical geography – use basic geographical vocabulary to refer to key physical features,		Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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	including: forest, hill, river, soil, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: town, village, farm, house and shop.		
<b>Summer Term 1</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Nature detectives! Key Question – Are we nature?</b>	<b>Pirates Key Question – Are Pirates real?</b>	<b>Key Question - Life in North America – how does it differ?</b>	<b>Key Question - What’s so special about our ‘green and pleasant land’?</b>
Exploring nature – what does it look like? Discussions around different habitats for different creatures, and life cycles of animals.	Locational Knowledge – Name and locate the world’s seven continents and five oceans. Use key vocabulary to demonstrate knowledge and understanding in this strand: world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	North America/Mexico: locational knowledge: continent and surrounding oceans and seas; understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Locational knowledge: United Kingdom: physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and understand how some of these aspects have changed over time. Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom: the Cuckmere Valley. Describe and understand the water cycle. Use fieldwork to observe,

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			measure, record and present the human and physical features in the Cuckmere Haven area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<b>Summer Term 2</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Explorers!</b> <b>Key Question – Where on Earth are we, and where are we going?</b>	<b>Africa</b> <b>Key Question – What is a community?</b>	<b>Key Question - Seeking a safe haven - who helps refugees?</b>	Geography not taught this term.
What is a map? What does the map of the world look like? Can we read a map of our classroom and school?	Comparing Nutley to Kenyan Maasai village. Continents. Place Knowledge – compare the UK with a contrasting country in the world; compare a local village in the UK with a contrasting village in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand: London, compare, capital city, country, population, weather, similarities, differences, farming,	Economic activity, including trade links	

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	culture, Africa, Kenya, Nairobi, river, desert.		
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