Geography Progression of Pitch (EYFS – KS2)

EYFS	Autumn 1 What makes me, me?	Autumn 2 How do we celebrate?	Spring 1 Who can help us?	Spring 2 Was it a happily ever after?	Summer 1 What is lurking at the bottom of the garden?	Summer 2 Where can we travel?
Computing and mapping skills (Links to maths and Communication and language)	• Talk about features of immediate environment with visual representations e.g., classroom maps, maps to the church, outdoor area map.	• Use prepositional language to describe position e.g., behind, under, on, in, next to.	• Use technology to program directions e.g., BeeBots or Apps. Building upon prepositional language.	• Draw information on a simple map e.g., a map of school labelled	• create own maps using symbols and representations e.g., symbols for trees and roads.	• Understand how technology is used to gain and share information e.g.., Google Earth
	In order for children to develop the skills of; *recognising some similarities and differences between life in this country and life in other countries.* At whitkirk, we use Tim the Travelling Turtle. Tim travels around the world throughout the year in order to develop the childrens understahidng of their locality first then the wider world around them, cultures, traditions, art and ways of life					
Locality and the word	Study of locality: Temple Newsam, Leeds – children's local village and city- Using Google Earth to look at children's houses and streets Expose children to their capital City – London	Comparison study: India- leading to the Hindu celebration of Diwali and how this is celebrated	Comparison Study: China- Chinese food culture and way of life. Leading to the study of Chinese New Year	Comparison Study: Ghana, Africa- Study of Ghanaian music, art and food	Comparison study: Australia - Comparison of weather, climate, animals and insects Key Text Link:	Comparison Study: Peru – The Peruvian rainforest and wonder of the world Machu Pichu. Link to travel theme and Paddington Bear
End of Year ELG:	**People Culture and communities**			**The Natural World**		
	•Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. •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. •Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.			•Explore the natural world around them, making observations and drawing pictures of animals and plants. •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.		

Geography Progression of Pitch (EYFS – KS2)

		Autumn 1 What is it like to live in Leeds? Scale: Local	Spring 1 How does London compare to Leeds? Scale: Local & Regional	Summer 1 Can animals live in extreme climates?(Polar regions/Africa) Scale: Global
Year 1	Locational Knowledge	• Know we live in Leeds, England • Know about the local area and name key landmarks (Templenewsam House, Whitkirk Church) • From a list of features be able to recognise which are human and which are physical	• Know we live in England which is in Europe • Know that the UK is made up of 4 countries which have 4 different capital cities • Know the surrounding seas and oceans of the UK (Irish Sea, English Channel and North Sea)	• Know the North and South Pole and where they are on a map • Know that they are large areas of land which have oceans and continents
	Place Knowledge	• Name, describe and group features of the local area (for example, closest green space, shop) • Can describe the locality of a site and compare it to another place using closer and nearer	• Can identify the physical and human geographical features in London compared to local area (Whitkirk)	• Know Africa is the hottest continent in the world • Know the Polar Regions are the coldest parts of the world
	Human and Physical Geography	• Know the difference between a physical and human feature • Know some of the characteristics of their local area, naming some key features (hill, street, school) • Know the 4 seasons and when they occur • Know some common types of weather that we could see in Leeds (rain, sun, snow, wind)	• Record/draw different landmarks seen on a journey • Have an awareness that weather patterns can change across the UK and in different parts of the world • Recognise less common types of weather (thunderstorm, hail, sleet, lightning)	• Use secondary sources to identify the reasons why animals/people may live in a certain place (maps, photographs, stories) • Recognise human and physical features in Polar Regions and Africa
	Geographical Skills and Fieldwork	• Recognise and identify where Leeds would be found on a map • Collect primary data of the local area through observation (for example, traffic study)	• Collect and record own weather data (how many days does it rain?) • Observing and drawing/recording changes in weather patterns • Annotate basic features of the school grounds on a base map	• Collect primary data through counting and recording data (habitat survey) and compare to an extreme climate
	Key Vocabulary (6)	city, physical, human, map, near, far	ocean, sea, capital, London, weather, country	continent, climate, extreme, Polar, Africa, habitat

Geography Progression of Pitch (EYFS – KS2)

		Autumn 1 What makes our local area special? Scale: Local	Summer 1 What makes Yorkshire unique? Scale: Regional	Summer 1 What will we discover on a Kenyan adventure? Scale: National
Year 2	Locational Knowledge	• Know the differences between a town and a city (Whitkirk is a town, Leeds is a city) • Know the 4-point compass directions • Know that maps are used to locate human and physical geographical features	• Recall that Yorkshire is a region of England which is split into 4 parts • Recognise that Yorkshire has rural, urban and coastal areas • Know that Saltaire is a village and Leeds is a city	• Recall the names of the 7 continents and 5 oceans • Recall that Africa is a continent and Kenya is a country in Africa
	Place Knowledge	• Describe observations about the local area and its physical and human land-use • Describe the localities of nearby and distant places • Identify some possible reasons why human and physical features may be interlinked (for example, footpaths are near a school so children have somewhere to walk safely)	• Identify that there are different types of buildings in rural, urban and coastal areas • Describe the locality of named rural/urban/coastal locations and suggest how they are similar/different	• Recognise that generally Kenya has a warmer climate than the UK • Identify how Kenya typically uses their land and to make comparisons with Leeds • Confidently describe some physical and human features of Kenya • Identify the locality of Kenya and recognise some modes of travel to reach there
	Human and Physical Geography	• Identify current human and physical land-use and explain how it has changed over time • Describe why human and physical land-use may be beneficial in the local area and suggest improvements that could be made	• Identify some of the key land-uses across rural/urban and coastal areas Collect data using primary and secondary data collection techniques to compare across different areas	• Identify that Kenya has a different culture to Leeds (clothes, art, music) • Identify seasonal weather patterns of Kenya and compare to Leeds • Describe and explain how an extreme climate could affect an area (drought, famine)

Geography Progression of Pitch (EYFS – KS2)

	Geographical Skills and Fieldwork	• Use a world map/atlas to locate England, Yorkshire and Leeds • Recognise and use a basic map to follow simple directions using 4-point compass using locational and directional language • Accurately draw a map using the features of the school grounds on a base map using a key	• Answer simple problems using a 4-point compass to give directions within a given area • Use atlases, globes, maps and digital technologies to locate and aid description of areas studied	• Identify physical land-use on a aerial map • Use a world map/atlas to locate Kenya and other African countries • Use a 4-point compass to compare the locality of countries/continents
	Key Vocabulary (6)	town, local, compass, directions, distance, land-use	transport, culture, seasonal, drought, famine, village	Rural, urban, coastal, county, location. culture

Geography Progression of Pitch (EYFS – KS2)

		Autumn 1 What will we discover on our European Adventure? Scale: Global	Spring 1 Is water a friend or foe? Scale: National/Global	Summer 1 Is a mountain a good place to live? Scale: Local
LKS2 Cycle 1	Locational Knowledge	• Describe where the UK is in comparison to the rest of the world • Name 5 other key countries in Europe using locational terminology (North, South, East, West) • Recall the points of an 8-point compass • Describe the location of the Poles compared to Europe, the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn using longitude and latitude	• Know the location of 5 key rivers across Europe (Thames, Seine, Volga, Danube and Elbe) • Know some of the main rivers in Yorkshire (Aire, Ouse, Humber) • Locate and identify some physical and human characteristics of the UK	• Know the location of 5 key mountain ranges on a global scale • Locate some key countries in Europe, Asia and Africa • Describe some of the cities using an atlas an 8-point compass
	Place Knowledge	• Understand the physical and human geographies of the UK and its contrasting human and physical environments • Explain how the UK compares to other areas of mainland and offshore Europe	• Understand a nested hierarchy of scale (Whitkirk – suburb, Leeds – city, county – West Yorkshire etc)	• Understand how the human and physical characteristics of a mountain effect a population
	Human and Physical Geography	• Locate 8 main countries of Europe • Identify some key traditions across Europe which make individual areas special • Recognise that cultures across Europe are different and to know 2 of these in detail (link to celebrating Harvest Festival across the world)	• Describe the main physical and human causes of flooding • Describe the key features of a river catchment • Recognise that populations can enforce flood defences to protect their areas • Recognise that water is a resource and can be used in different ways on a global scale • Recognise that water recycled and reused through the water cycle	• Describe the main features of a mountain and how it differs from a hill • Use appropriate vocabulary to describe the main land uses of a mountainous region • Explain how similar physical landforms can have different social, economic and environmental effects • Recognise that mountains can be used for social benefits (tourism, farming)

Geography Progression of Pitch (EYFS – KS2)

	Geographical Skills and Fieldwork	• Plot a structured route from one location on a map using different representations (aerial map, globe, OS map) • Draw/sketch a map using a standardised key and symbols • Recognise that an index can be used to locate areas	• In small groups, carry out fieldwork in the local area, selecting appropriate techniques and presenting this information in simple graphs (bar charts/line graphs) • Use a scale bar 1km to estimate distances	• Collect and record specific evidence across primary and secondary sources and identify patterns • Compare and contrast how different types of mountains are used for different purposes using digital maps • Recognise and interpret contour lines on a map
	Key Vocabulary (6)	Europe, 8-point compass, hemisphere, mainland, offshore, island	River, meander, flood, river bank, flood defence, water cycle	Mountain, range, peak, base, altitude, avalanche

Geography Progression of Pitch (EYFS – KS2)

		Autumn 1 What makes Italy unique? Scale: Regional	Spring 1 Why do places shake and roar? Scale: Regional/Global	Summer 1 What's it like to live beside the seaside? Scale: Local/Regional
LKS2 Cycle 2	Locational Knowledge	• Know Italy is a country in Southern Europe • Know Rome is the capital of Italy • Know that Italy is in the Northern Hemisphere • Know the location of Italy in relation to the Arctic and Africa	• Know how the climate in Italy compares to the UK • Recall that Pompeii was a city in Italy that was buried under ash • Recognise that earthquakes and volcanoes occur on plate boundaries • Locate key countries in Europe on plate boundaries (Russia and Iceland)	• Recall that Whitby is a coastal town in North Yorkshire. • Recall that Costa del Sol is a coastal region in the south of Spain and Sicily and Sardinia are found in Italy
	Place Knowledge	• Know that Italy has rural, urban and coastal regions • Know some key landmarks in Italy and why people might go there (Leaning Tower of Pisa, Colosseum etc) • Make physical and human comparisons between Italy and the UK	• Recall that Mt Vesuvius is in Pompeii • Recognise that Pompeii was an urban environment • Recognise that some volcanoes have modern-day purposes	• Recognise how the climate of Whitby compares to the Spanish/Italian coastline • Recall that climate change can affect any area by becoming warmer, cooler, wetter or drier • Know a biome is a natural area of plants and animals and can be different depending on their climate • Name the 5 main vegetation belts in the UK

Geography Progression of Pitch (EYFS – KS2)

	Human and Physical Geography	• Describe and understand that National Parks are rural areas which have various natural resources • Identify and sequence different human environments such as the local area and contrasting settlements, such as a village (rural) or city (urban) • Evaluate the advantages and disadvantages for living in urban vs rural settlements (tourism, isolation, resources)	• Recall what volcanoes / earthquakes are and their causes • Recall what happens when a volcano erupts • Identify the social, economic and environmental impact of a volcanic eruption	• Describe how biomes can be different in the same climate and in contrasting locations • Locate where the 5 vegetation belts would be found in the UK • Describe and explain the economic, environmental and social effects of vegetation belt variability
	Geographical Skills and Fieldwork	• Use an atlas and Ordinance Survey maps to locate some National Parks in the UK and any other key landmarks studied • Describe the land-use of a local area • Use the eight points of a compass to describe the locality of key locations • Sketch a map using a key of a local area	• Use secondary sources to male comparisons between Pompeii pre and post eruption • Use digital/computer mapping to locate Italy, Pompeii, Mt Vesuvius • Use a 4-figure grid reference to build a bigger picture of Italy and its land forms • Use a simple letter and number grid to find information on a map	• Observe, measure and record human features in a named area • Analyse collected data and create a sketch map or graph to show findings • Ask geographical questions (questionnaire) to gather data and present accurately
	Key Vocabulary (6)	Europe, Italy, climate, resources, trade, community	Volcanoes, earthquakes, tectonic plates, eruption, Pompeii, Mt Vesuvius	Coastal, climate change, biome, vegetation, coastline, cliff

Geography Progression of Pitch (EYFS – KS2)

		Autumn 1 How can the Tropics affect us? Scale: Global	Spring 1 What are the major biomes of the world? Scale: National/Global	Summer 1 What is life like in the Amazon rainforest? Scale: Regional
Year 5	Locational Knowledge	• Know that the Tropics are found North (Tropic of Cancer) and South (Tropic of Capricorn) of the Equator. • Recognise that the Tropics can be found at 23.5 degrees and identify these on a globe and range of maps.	• Locate cities, countries and regions of Europe and North America • Define what is meant by a biome and some different examples	• Locate the countries within South America • The Amazon Rainforest covers 8 different countries across South America
	Place Knowledge	• Identify the main climate of areas across the Tropics • Name and locate some key locations on the Tropics (Chile, Saudi Arabia, Costa Rica, Maldives, Nambia, Australia) • Describe the location of the Tropics and make comparisons to previously studied locations (Italy, Kenya)	• Recognise that biomes can change over time • Recognise why some biomes may thrive in different areas in relation to climate and topography	• Recognise that the water cycle continuously repeats over 1 day in a rainforest climate • Recall information about the Amazon's physical environment, climate, biome and economic activity
	Human and Physical Geography	• Identify the push and pull factors of visiting the Tropics (industry, careers, tourism) • Identify how time zones and climate effects the landscape • Explain the advantages and disadvantages of living on the Tropics • Analyse and make inferences about the future of the Tropics.	• Identify how weather and climate affects land use and food production • Describe some of the social, economic and environmental effects that land use and food production across local, national and global scales	• Describe some strategies that communities have put in place to protect their rainforests and evaluate their effectiveness • Explain how rainforests have changed over time through human and physical causes • Understand that an environment like the Amazon is unique • Identify how extreme climates affect the lives of different communities within the Amazon Rainforest

Geography Progression of Pitch (EYFS – KS2)

	Geographical Skills and Fieldwork	• Use a 4 and 6 figure grid reference to locate features across maps with different projections • Read and compare map scales (for example street maps compared to 1:50,000 maps) • Locate and identify human and physical features across a range of digital geographies • To make comparisons between locations on the Tropics and European countries.	• Identify the longitude and latitude of a region/location on a map • Collect own data of a biome in the local area using primary and secondary sources	• Analyse secondary data to identify how human activity has impacted upon the world • Make comparisons between current land-use in the Amazon and 100 years ago using digital geographies • Choose the best method of sampling/observing/measuring using plans, maps, graphs and digital geographies
	Key Vocabulary (6)	Tropic of Cancer, Tropics of Capricorn, latitude, longitude, Greenwich Mean Time, grid reference	Biome, topography, food production, temperate, savannah, climate change	Rainforest, emergent layer, habitat, deforestation., tropical, canopy

Geography Progression of Pitch (EYFS – KS2)

		Autumn 1 What will we discover in the Americas? Scale: Regional	Spring 1 What makes the Galapagos Islands so special? Scale: Local	Summer 1 How has Yorkshire changed over time? Scale: Regional
Year 6	Locational Knowledge	• Know that America is found in North America • Locate and describe the location of key countries across North America and the oceans that surround it	• Know that the Galapagos Islands are located to the West of South America, in the Pacific Ocean, on the equator	• Locate and describe a range of contrasting physical environments and key topographical features in the UK • Locate the main regions in Yorkshire and make locational comparisons between them • Identify broad land-use patterns across Yorkshire and make links to its time zone, climate seasons and vegetation
	Place Knowledge	• Identify the main climate zones in North America • Identify key physical geographies within North America • Recognise the social diversity and disparity across the Americas (for example, case study of New York)	• Understand that an environment like the Galapagos is unique • Understand how the Galapagos has changed over time and its potential threats • Recognise and understand the importance of the Galapagos and evolution • The Galapagos has a strong tourism economy	• Know about the physical environment of each region and some key cities for each • Understand the history behind industry of each city (Sheffield – Steel City, York – Chocolate)

Geography Progression of Pitch (EYFS – KS2)

	Human and Physical Geography	• Identify the physical features of 3 contrasting locations across the North Americas (coastal/rural/urban) • Recognise how changing land-use features affects an area socially, politically, economically and environmentally	• Identify how extreme climates affect the lives of different communities within the Galapagos • Recognise that climate change is changing the lives of communities • Identify that the Galapagos is home to volcanic activity which poses additional threats • Describe how climate, ecology and people are affected by cold, and describe the freezing and thawing process • Understand how climate and biomes are connected in biomes	• Know and understand what life is like in cities and villages across a range of settlement sizes across Yorkshire • Understand where our energy comes from and the impacts of their use • Recognise key social disparities in Yorkshire with links to industry • Recognise the structure of a city (central business district, inner city, suburbs and rural area) and what human and physical features would be found • Recognise how climate affects food production and how plants and animals are adapted to it
	Geographical Skills and Fieldwork	• Use a 4 and 6 figure grid reference to locate features across maps with different projections • Read and compare map scales, comparing large-scale street maps to 1:50,000 maps • Locate and identify human and physical features across a range of digital geographies	• Identify, explain and make direct links for how climate change has affected human and physical geographies in the area • Analyse historical maps and aerial photographs to show how local land-use has changed over time • Use thematic maps for specific purposes (physical and political maps to show ownership of land) to identify where an area would be found, its topography and key physical features	• Design, plan and carry out a fieldwork investigation in an urban, rural or coastal area using appropriate fieldwork techniques • Present collected data across various presentation methods (graphs, maps, digital sources, questionnaires/interviews) • Make sketch maps using a key and scale using digital geographies
	Key Vocabulary (6)	state, densely populated, superpower, region, distribution, landlocked	Thematic map, economy, ecology, Charles Darwin, Galapagos	Industry, coastline, textiles, suburbs, settlement, central business district (CBD)