**Stakesby Primary Academy – Geography Curriculum Progression Grid 2022-2025**

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| **Year Group & Term** | **Enquiry Question** | **Locational Knowledge** | **Place Knowledge** | **Human and Physical Geography** | **Skills and Fieldwork** | **Key Vocabulary** | **Substantive Knowledge** |
| **Reception**  **Year A – Autumn** | **What food do people celebrate with and where does it come from?** | I can notice some features about different places or countries | I can understand that some places are special to members of my community | I can show some understanding of vocabulary linked to the environment, e.g. where foods grow, i.e. in the ground, on a tree | I can use world maps to find some countries in the world | Birthday, party, wedding, christening, celebration, Easter, Christmas, Diwali, Chinese New Year, food, feast, treats, crops, countries | I know that not all countries are the same  I know the name of some foods and where they grow  I know what weather is needed to help foods grow  I know how what a map looks like and how to find some countries |
| **Reception**  **Year A - Summer** | **What lives at the beach?** | I can discuss features, similarities and differences of other places and countries (contrasting) | I can show understanding of the country and language associated with the country I live in, i.e. the United Kingdom | I can identify some human and physical features specific to beaches and identify and name some sea creatures that inhabit them  I can show care and concern of living things and the environment | I can begin to look at and draw simple maps | Senses, see, hear, feel, touch, smell, taste, compare, more, less, similar, different, seasons spring, summer, autumn, winter, habitat, creatures, shore, rock pool, beach, sand, cliff, sea | I know some sea creatures that live in the sea  I know some human and physical features of beaches and seas    I know that some places in the world are different to where I live  I know where I am likely to find some sea creatures on our local beach |
| **Reception**  **Year B - Spring** | **How does the weather change in spring?** | I can recognise that some environments are different to the one that I live in | I can explore the natural world around me | I can notice similarities and differences of the natural world, e.g. changes from winter to spring  I can extend my use of vocabulary linked to the natural world, e.g. seasons and weather | I can use simple maps to find information | Seasons, spring, summer, autumn, winter, weather, climate, sun, wind, rain, hot, cold, compare, same, different, trees, plants, animals – specifically related to Afirca | I know that some environments can be different  I know the names of some types of weather and seasons  I know how to describe the natural environment around me, e.g. in spring  I know how to use simple maps to find information |
| **Reception**  **Year B - Summer** | **How are homes different?** | I can discuss features, similarities and differences of other places | I can show understanding of the country and language associated with the country I live in, i.e. the United Kingdom  I can talk about where I live and the natural environment | I can identify some human and physical features specific to homes and identify and name some types of homes | I can begin to look at and draw simple maps | House, home, detached, semi-detached, bungalow, flat, caravan, cottage, bedroom, kitchen, lounge/living room/sitting room, bathroom, en-suite, utility room | I know that some people lives in big cities and some live in small villages  I know that humans can live in detached, semi-detached, terraced houses or flats  I know that some people in this country are less fortunate and do not always have warm, dry homes  I know that there are different types of families that live with us |
| **Year 1** | **What does Stakesby look like in…?**  **(Linked to science throughout the year)**  *Links to Reception Year B*  ***How does the weather change in spring?*** |  | I can identify how the school environment changes throughout the year | I can identify seasonal and daily weather patterns in the United Kingdom and the school environment  I can use basic geographical vocabulary to refer to key physical features including seasons and weather | I can use simple compass directions (North, South, East and West) to describe the location of features, e.g. the sun  I can use simple fieldwork and observational skills to study the geography of my school and its grounds | Weather, climate, seasons, spring, summer, autumn, winter, sun, wind, rain, snow, hot, cold, north, south, east, west, direction | I know that the weather in the UK is different to the weather in some other countries  I know that the sun in spring is likely to feel warmer than in winter  I know that the sun rises in the East and sets in the West    I know that the emergence of new shoots on plants signals spring  **(Linked to science throughout the year** |
| **Year 1 - Spring** | **Can a meerkat live at the North Pole?**  *Links to Reception Year A*  ***What food do people celebrate with and where does it come from?***  *Links to Reception Year B*  ***How does the weather change in spring?*** | I can identify and locate the hot and cold areas of the world in relation to the Equator and the North and South Poles, including Africa  I can name and locate the world’s seven continents and five oceans | I can identify the similarities and differences between two contrasting non-European locations (North Pole and Namib Desert) by studying the physical geography | I can identify seasonal and daily weather patterns of hot and cold areas of the world in relation to the equator and the North and South Poles | I can use the geographical vocabulary: North, South, East and West to compare locations on a map or globe  I can use world maps and atlases to find countries, continents and oceans | Continent, desert, hot, cold, climate, weather, seasons, spring, summer, autumn, winter, North America, South America, Antarctica, Africa, Europe, Asia, Australia/Oceania, North Pole, Namib Desert | I know the seven continents of the world    I know the names of the oceans of the world  I know that it is hot near the Equator  I know that the North and South Poles are cold  I know the directions North, South, East and West |
| **Year 1 - Summer** | **Where on Earth do we live and who lives with us?**  *Links to Reception Year A*  ***What lives at the beach?*** | I can name, locate and identify the characteristics of the four countries of the United Kingdom  I can identify and locate Whitby | I can identify the similarities and differences between cities, towns and villages | I can identify the human and physical features of Whitby, including significant landmarks  I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea; an key human features, including: town, house, harbour, shop | I can use world maps, atlases and globes to identify the United Kingdom and its countries, and Whitby  I can use locational and directional language to describe the location of features and routes on a map  I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Whitby  I can use simple fieldwork and observational skills to study the key human and physical features of Whitby and its surrounding environment | Beach, cliff, coast, sea, town, house, port, harbour, lighthouse, pier, office, shop, county, country, continent, Whitby, North Yorkshire, England, Scotland, Wales, Northern Ireland, Europe | I know the difference between a continent, country and city  I know the directions North, South, East and West  I know the names and locations of the four countries of the UK  I know the names and locations of the four capitals of the UK  I know that Whitby is a town in the north-east of England  I know that Whitby was originally a fishing port  I know that the river running through Whitby is called the Esk |
| **Year 2 - Spring** | **Is the United Kingdom unified in its weather?**  *Links to Year 1*  ***Where on Earth do we live and who lives with us?***  *Reception Year B*  ***How does the weather change in spring?*** | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | I can understand geographical similarities and differences through studying the human and physical geography of the United Kingdom | I can identify seasonal and daily weather patterns in the United Kingdom  I can use basic geographical vocabulary to refer to key physical features, including season and weather | I can use simple fieldwork and observational skills to study and record the weather in my immediate environment  I can devise a simple map and use and construct basic symbols in a key | Sun, rain, thunder, lightning, snow, wind, fog, capital city, Great Britain, England, Scotland, Wales, Northern Ireland, English Channel, North Sea, Irish Sea, Atlantic Ocean, London, Edinburgh, Cardiff, Belfast | I know which weather patterns are associated with which seasons  I know that different places in Great Britain can have different weather  I know that during the summer months, coastal areas are often cooler  I know that during the winter months, coastal areas are often warmer  I know that it is generally warmer in the south of England compared to the north of Scotland  I know that areas near a large body of water can experience more rain than others |
| **Year 2 - Summer** | **What is the same and different about Whitby and Cape Cod?**  *Links to Year 1*  ***Can a meerkat live at the North Pole?*** | I can name and locate the world’s seven continents and five oceans  I can name, locate and identify Whitby and Cape Cod | I can understand geographical similarities and differences through studying the human and physical geography of Whitby and Cape Cod | I can use basic geographical vocabulary to refer to key physical and human features | I can use world maps, atlases and globes to identify countries, continents and oceans  I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  I can use simple fieldwork and observational skills to study the key human and physical features of Whitby, i.e. the structure of the land, types of businesses, etc. | Cape Cod, Massachusetts, North America, Arctic Ocean, Indian Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean, peninsula, state | I know the differences between countries, cities and villages  I know the names and locations of the seas surrounding the UK  I know the differences between physical and human features  I know what a human feature is  I know what a physical feature is    I know what an aerial view is  I know how to take information from a map  I know how to use a key  I know that the weather in the UK is different to the weather in some other countries  I know the differences between human and physical features  I know the differences between villages, cities and countries |
| **Year 3/4/5**  **Year A - Spring**  **Year 3**  **Year 4**  **Year 5** | **What is life like for the people of Brazil?**  *Links to Year 1*  ***Can a meerkat live at the North Pole?***  *Links to Year 2*  ***What is the same and different about Whitby and Cape Cod?*** | I can locate Brazil on a map as well as North and South America  I can identify environmental regions as well as major cities  I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antacrtic Circle | I can identify the human and physical geography of a region of North or South America and identify who lives there | I can identify and describe the physical geography, including: climate zones, biomes and vegetation belts  I can identify and describe the human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources  I can use geographical vocabulary to locate the Equator, Tropic of Cancer and Tropic of Capricorn | I can use maps, atlases and globes to locate places across the world and compare how these have changed over time  I can collect and analyse statistics and other information in order to draw clear conclusions about locations | Names of rivers- Amazon, Nile, Yangtze, Congo, Ganges, Mississippi, Rhine, names of countries - Canada, USA, Mexico, Brazil, Argentina, Peru, climate, climate change, environment, global warming, deforestation, human impact, source, tributary, estuary, delta | I know where Brazil is in the world  I know where environmental regions and cities are  I know the position of the Arctic and Antarctic  I know the physical and human features of a region of North and South America and know who lives there  I know the position of the Equator, Northern Hemisphere and Southern Hemisphere are on a world map, globe and atlas  I know the position and significance of the Tropics of Cancer and Capricorn  I know the position and significance of latitude and longitude  I know have places have changed over time  I know how to collect and analyse data |
| **Year 3/4/5**  **Year A – Summer**  **Year 3**  **Year 4**  **Year 5** | **Why are the rainforests important?**  *Links to Years 3/4/5 Year A Spring*  ***What is life like for the people of Brazil*** | I can identify, name and locate countries of South America  I can name and locate rainforests on a map of the world | I can compare the similarities and differences between different rainforests across the world | I can use geographical vocabulary to describe the rainforest and can identify some areas inhabited by the indigenous population  I can explain the water cycle and how rivers affect the land  I can identify the effects of deforestation in the Amazon rainforest and can explain why there are differing views about its value  I can identify different conservation efforts regarding the Amazon rainforest and the impact they are having on animals and plants | I can use world maps to locate rainforests around the world  I can label a map to show land use  I can sketch a map to show land use and use symbols and key | Northern hemisphere, Southern hemisphere,  Equator, Tropic of Capricorn, Tropic of Cancer, Names and locations of Rainforests, Climate, climate change, Climate zone, biomass, vegetation belts, environment, global warming, deforestation, human impact, Types of settlements, Economic activity, Natural resources, population density, sparsely populated. | I know the locations of the world’s rainforests  I know the structure of the rainforest and some areas inhabited by the indigenous population  I know the name and location of the countries of South America  I know about the effects of deforestation in the Amazon rainforest and understand the differing views about its value  I know about the different conservation efforts regarding the Amazon rainforest and the impact they are having on animals and plants |
| **Year 3/4/5**  **Year B – Spring**  **Year 3**  **Year 4**  **Year 5** | **What makes a city?**  *Links to Year 1*  ***Where on Earth do we live and who lives with us?***  *Links to Year 2*  ***Is the United Kingdom unified in its weather?*** | I can identify, name and locate cities of the United Kingdom and locate major cities across the world  I can identify different regions of the United Kingdom that are famous/renowned for certain produce and dishes | I can compare the similarities between a city, town and village | I can identify the key physical and human features of a city, including the type of people that live there and the occupations that they do  I can explain why emergency services are situated where they are due to centrality, good roads and ease of access | I can label a map to show land use and local features  I can use 8 points on a compass  I can use 4 and 6 figure grid references | Northern hemisphere, Southern hemisphere,  Equator, Tropics, Tropic of Capricorn, Tropic of Cancer, Names of European Countries, Names of UK capital cities plus Newcastle, York, Glasgow, Birmingham, Manchester, Bristol, Names of UK main islands including Shetland, Orkney, Inner + Outer Hebrides, Wight, Scilly, Man, Jersey and Guernsey, Human Characteristics, Physical Characteristics, human impact, types of settlements, economic activity, natural resources, location, region, minerals, Flood plain, flood defences, population density, sparsely populated | I know what a map is used for and how to label it  I know the terms country, continent, city and vocabulary pertaining to physical geography  I know the difference between a city, town and village  I know why Emergency Services Stations are situated where they are  I know the 8 points of a compass and can use 4 and 6 figure grid references  I know that different regions in the United Kingdom are famous/award winning for certain produce and dishes |
| **Year 3/4/5**  **Year B – Summer**  **Year 3**  **Year 4**  **Year 5** | **Why do some people consider York a great place to live, work and play?**  *Links to Year 2*  ***Is the United Kingdom unified in its weather?*** | I can name and locates counties and cities of the United Kingdom, specifically York and North Yorkshire | I can name and locate the rivers which pass through or close to York | I can describe and understand key aspects of human and physical characteristics of countries and cities and explain why precise locations have been chosen  I can identify what tourism is and the impact it has on a locality, specifically York, over time | I can use a map to identify a flood plain and suggest how flood defences could be used  I can use a map to identify areas of greater population and suggest reasons for this, and can explain why public services are situated in specific localities  I can use a map to identify possible areas for development based on locality | York, city, England, historic, River Ouse, River Nidd, River Swale, River Ure, tributaries, flood, flood plain, food defences | I know how to use a map to identify flood plains and flood defences that could be implemented  I know the terms country, continent, city and vocabulary pertaining to physical geography  I know the impact of tourism on a locality over time  I know how to use a map to identify areas of greater population and suggest reasons for this, and understand why public services are situated in specific localities  I know how to identify possible areas of development based on development |
| **Year 3/4/5**  **Year C – Spring**  **Year 3**  **Year 4**  **Year 5** | **What makes the Earth angry?**  *Links to Year 2*  ***Is the United Kingdom unified in its weather?*** | I can identify, name and locate volcanoes around the world | I can compare similarities and differences between volcanoes | I can use geographical vocabulary to describe the structure of a volcano, including tectonic plates and fault lines  I can identify how each layer of the Earth’s surface contributes to natural disasters  I can describe and understand key aspects of physical geography, including: volcanoes, tsunamis and earthquakes | I can ask and answer geographical questions  I can label the different elements of the Earth’s structure  I can ask and answer geographical questions about the physical and human characteristics of a location using a variety of sources.  I can use maps and atlases to find the location of volcanoes, mountain ranges and bodies of water across the world | Northern hemisphere, Southern hemisphere, Equator, UK, USA, Canada, Greenland, Russia, France, Spain, Portugal, Germany, Italy, Sweden, Norway and Denmark, Tropical, temperate. Polar, tundra. Arid. Mediterranean, Names and locations of volcanos, North East, North West, South East, South West  Human Characteristics, Physical Characteristics, Climate, climate change, Climate zone, Physical geography, Natural disaster, Tsunami; volcanoes and hurricane, Plate, inner core, epicentre, magma  Population density, sparsely populated | I know the names and locations of some volcanoes  I know the different types of volcanoes  I know how volcanoes are made  I know what a map is used for  I know what a fault line is  I know what a tectonic plate is and understand their effects  I know that the Earth is made up of layers  I know how each layer of the Earth contributes to how natural disasters occur |
| **Year 3/4/5**  **Year C – Summer**  **Year 3**  **Year 4**  **Year 5** | **What is the same and different about a holiday in Whitby an a holiday in Santorini?**  *Links to Year 2*  ***What is the same and different about Whitby and Cape Cod?*** | I can identify, name and locate Whitby and Santorini | I can identify the similarities and differences between Whitby and Santorini and how they have changed over time | I can describe and understand key aspects of physical and human geography including types of settlement and land use, economic activity and trade links  I can suggest improvements for our local area and give reasons for recent changes | I can use fieldwork to observe and record the human and physical features  I can label features of the local area on a map  I can draw a detailed map showing the area using a key | Santorini, Thera, Greece, Aegean Sea, Cyclades islands complex, Whitby, England, United Kingdom, Europe, volcano, dormant, active, earthquakes, island, caldera, tourists, beaches, water sports, fishing town, harbour, pier | I know where Whitby and Santorin are in the world  I know the differences and similarities between Whitby and Santorini  I know what human and physical features are in our local area, including types of settlement and land use, economic activity and trade links  I know how to read a map of our local area  I know what needs to be improved in my local area  I know what residential, commercial and industrial mean  I know where people live in my local area (types of houses – detached/ semi/ terraced/ bungalow)  I know about my local area in terms of industry and tourism  I know what makes a community (businesses, houses, local amenities, public buildings)  I know which things we need near our houses |
| **Year 6**  **Year A - Spring** | **What makes Dubai unique?**  *Links to Year 1*  ***Where on Earth do we live and who lives with us?***  *Links to Year 3/4/5*  ***What is life like for the people of Brazil?*** | I can name and locate the countries and cities of the World, specifically Dubai | I can understand geographical similarities and differences through the study of human and physical geography | I can describe geographical diversity across the world and how locations around the world are changing, explaining some of the reasons for change  I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location | I can use national maps and atlases to find different places  I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)  I can use maps of Dubai, including digital versions to see the development of the country over time | Names of countries and cities – specifically Dubai, sandy deserts, flat coastline, sand dunes, Hajjar mountains, undeveloped, Arabian Gulf, Gulf of Oman, Palm Islands, dry climate, United Arab Emirates, Arabian desert, ecosystems, man-made, geographical diversity, human and physical geographical features | I know how some geographical aspects have changed over time  I know how to use a map  I know how to use and create a key on a map  I know what makes a community (businesses, houses, local amenities, public buildings)  I know which things we need near our houses |
| **Year 6**  **Year A - Summer** | **How has slavery through the ages shaped the world today?**  **Including Wilberforce**  **(Linked to history)**  *Links to Year 1*  ***Can a meerkat live at the North Pole?***  *Links to Year 2*  ***What is the same and different about Whitby and Cape Cod?*** | I can identify, name and locate countries that were involved in slavery  I can identify, name and locate the areas of the Americas colonised by Britain during this time | I can compare the American South during the period of slavery and compare it with today | I can explain how slavery in different geographical regions differed and the impact this had on human and physical features  I can explain the difference between slavery and migration – and the relationship between them | I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps)  I can create maps of locations describing and identifying key aspects of human geography, including: settlements, land use, population, economic activity  I can collect and analyse statistics and other information in order to draw clear conclusions about locations  I can show the migrants’ journeys from Africa to the Caribbean and the Deep South | Export, import, migrate, Immigrant, Slavery, Life expectancy, plantation, grid references, symbols, key, Ordinance survey map | I know many of the countries that slaves from Africa came from and to - and where they are in the world during the transatlantic slave trade  I know the areas of the Americas colonised by Britain during this period  I know why many slaves were concentrated in the American South and what impact this had on the landscape  I know how slavery in different areas impacted on the human and physical features  I know the difference between slavery and migration and the relationship that developed between them |