

# Subject progression: GEOGRAPHY

Year & theme	Vocabulary	Objectives Procedural (I can . . .)	Objectives Declarative (I know . . .)
Nursery: Autumn			
Nursery: Spring			
Nursery: Summer		<u>Fieldwork Enquiry Question:</u> Where could a teddy hide around our school?	
Reception: Autumn			
Reception: Spring			
Reception: Summer	Hill Farm	<u>Fieldwork Enquiry Question:</u> What are the key human and physical features of my school environment?	

town  
house  
shop  
Near  
Far  
Left  
Right  
Key  
Route  
Map  
Country  
United Kingdom  
Grimsby  
Welholme

**Autumn 2 LOCAL STUDY –  
Welholme Academy – When is  
a place home?**

- I can identify and sort human and physical features of my school and the local environment.
- I can follow a route on a prepared map of Welholme Academy using simple directional vocabulary.
- I can use aerial photographs of Welholme Academy to recognise key landmarks.
- I can create a simple picture key using key features of Welholme Academy.
- I can collect, present and analyse data to answer a fieldwork enquiry question.

Fieldwork Enquiry Question:  
How could we improve our school playground?

- I know the difference between human and physical features.
- I know where England and Grimsby are located on a simple map of the UK.
- I know how to identify Welholme Academy and my own home on a digital map.
- I know the four countries of the United Kingdom and can locate them in an atlas.

<p><b>Year 1:</b></p>	<p>Thermometer Wind Vane Rain Gauge Weather Climate Symbols Housing Transport Winter Spring Summer Autumn Equator North Pole South Pole Northern Hemisphere Southern Hemisphere</p>	<p><b><u>Spring 2 – Why is our world amazing? Weather and Climate</u></b></p> <ul style="list-style-type: none"> <li>• I can keep a local weather diary using a thermometer, wind vane and rain gauge.</li> <li>• I can suggest appropriate clothing and activities for each season.</li> <li>• I can describe different types of weather.</li> <li>• I can compare and contrast the weather in different locations around the UK (Isle of Coll –Katie Morag stories and Grimsby).</li> <li>• I can use simple weather symbols on a map of the UK to present data.</li> <li>• I can collect, present and analyse data to answer a fieldwork enquiry question.</li> </ul> <p><u>Fieldwork Enquiry Question:</u> Does this week’s weather match the forecast? Is the weather forecast accurate?</p>	<ul style="list-style-type: none"> <li>• I know the names of the four seasons and can explain what the weather is like during each season in the UK.</li> <li>• I know how to locate the equator on a globe, the north and south poles and relate to hot and cold areas of the globe.</li> <li>• I know some similarities and differences (transport/housing) between Grimsby and the Isle of Coll (Katie Morag stories).</li> <li>• I know the where the Northern and Southern hemisphere is and which hemisphere the UK is located in.</li> </ul>
<p><b>Year 1:</b></p>	<p>Continent Season (recap) Weather Physical Human Port river Equator Globe Beach coast Sea City Rainforest Amazon</p>	<p><b><u>WHERE IN THE WORLD? Brazil and UK comparison</u></b></p> <ul style="list-style-type: none"> <li>• I can compare the human and physical geography of Brazil and the UK.</li> <li>• I can complete a simple key on a map of Brazil.</li> <li>• I can compare the human and physical features of the Port of Grimsby and the Port of Salvador.</li> <li>• I can suggest ways that indigenous people use the Amazon rainforest.</li> <li>• I can investigate some of the threats facing the Amazon rainforest and the indigenous people.</li> <li>• I can collect, present and analyse data to answer a fieldwork enquiry question.</li> </ul> <p><u>Fieldwork Enquiry Question:</u> Is the weather better for a BBQ this week here or in the Port of Salvador?</p>	<ul style="list-style-type: none"> <li>• I know how to use the zoom feature on a digital map to identify key features of Grimsby and the Port of Salvador.</li> <li>• I know what the weather is like in the Port of Salvador and can compare this with local weather patterns.</li> <li>• I know the Amazon River runs through the rainforest in Brazil.</li> </ul>

Cleethorpes  
Harbour  
Cliff  
Factory  
Buildings  
North  
South  
East  
West  
Coast  
Compass  
Human and  
Physical (recap)

## Autumn 2 -LOCAL STUDY –

### When is a place home? - Focus

#### Cleethorpes

- I can find a given ordnance survey symbol on a map.
- I can draw a simple map of Cleethorpes including a title and a key.
- I can follow a route on a simple street map.
- I can use locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- I can identify human features in a coastal town (Cleethorpes).
- I can collect, present and analyse data to answer a fieldwork enquiry question.

#### Enquiry question:

How could we improve the environment around Welholme Academy? How could recycling facilities be improved? Are there enough green spaces?

- I know what Cleethorpes beach is used for.
- I know how to add an image to a digital map of the local area.
- I know the four points of the compass and can use them to follow a given direction.

aerial  
photograph  
Landmarks  
Continents  
(names)  
Capital city  
Oceans (names)  
Seas  
Globe  
United Kingdom  
(recap)

**Spring 2 – Why is our world amazing? Continents, Cities and Oceans**

- I can locate some of the world's most 'amazing places' on a digital map (human and physical features).
- I can discuss which 'amazing places' are further or closer to home.
- I can identify human and physical features on an aerial photograph of each of the capital cities of the UK.
- I can identify and compare key landmarks from each of the four countries of the UK.

- I know the names of the seven continents and can locate them using a world map and a globe.
- I know that the United Kingdom is part of Europe and that Europe is one of the seven continents of the world.
- I know the capital cities of the four countries of the UK and their surrounding seas.
- I know the names of the five oceans and can locate them on a world map.
- I know the difference between oceans and seas.
- I know which oceans are in hot areas and which oceans are in cold areas.

**Year 2:**

Atlas  
Digital Map  
Forest  
Mountain  
Vegetation  
Soil  
Climate  
Pacific Ocean  
Indian Ocean  
Canberra  
Australasia  
Beaches  
Sand dunes  
Cliffs  
Caves  
Tide pools

**WHERE IN THE WORLD?**  
**Australia UK comparison**

- I can compare a local beach in the UK (Cleethorpes) to a beach in Australia (75 mile beach – K’gari Island).
- I can describe and compare how people use the coast (K’gari Island and Cleethorpes).
- I can compare the climate in Australia and the UK.
- I can compare types of vegetation on K’gari Island and the local coast.
- I can follow a prepared route on a map.
- I can identify human and physical features on the local coast.
- I can collect, present and analyse data to answer a fieldwork enquiry question.

Fieldwork Enquiry Question  
Would I rather visit my local beach or K’gari Island – 75 mile beach? Local visit to Cleethorpes – Compare human and physical features, resources, tourist facilities.

- I know the name of Australia, it’s capital city and surrounding oceans and can locate them in an atlas.
- I know that the continent of Australasia is the world’s smallest continent.
- I know some significant human and physical features of Australia and can locate them on a digital map.
- I know some features of coasts and can label these on a photograph.

<p style="text-align: center;"><b>Year 3:</b></p>	<p>Grimsby Renewable Energy Wind Farm Docks Economy Coast North Sea Faroe Islands Humber Estuary Industry Fishing North East Lincolnshire Arctic Antarctic</p>	<p><b><u>LOCAL STUDY – When is a place home? - Focus – Grimsby</u></b></p> <ul style="list-style-type: none"> <li>• I can give directions using the 8 points of the compass.</li> <li>• I can make a sketch map of Grimsby docks and Freeman street including a key with standard OS symbols.</li> <li>• I can explain the impact of the Cod Wars on Grimsby’s fishing industry in terms of human geography.</li> <li>• I can suggest reasons why Iceland and Grimsby’s location might have helped each harness fishing as a key industry.</li> <li>• I can explain how economic changes have shifted Grimsby’s focus towards renewable energy.</li> <li>• I can collect, present and analyse data to answer a fieldwork enquiry question.</li> </ul> <p><u>Fieldwork Enquiry Question</u> Is Grimsby a great place to live? Does it have enough facilities, shops, parks etc.?</p>	<ul style="list-style-type: none"> <li>• I know how to use an index in an atlas.</li> <li>• I know how to locate Europe on a map and can identify Iceland and the UK as well as the main areas where the trawlermen fished.</li> <li>• I know how to locate Grimsby and the authority of NE Lincolnshire on a map.</li> <li>• I know how to use digital mapping to look at changes over time and can suggest some reasons for these changes.</li> <li>• I know the position and significance of the Arctic and Antarctic circle.</li> </ul>
<p style="text-align: center;"><b>Year 3:</b></p>	<p>Earth’s crust Mantle Inner core Outer core Molten Magma Tectonic plates Earthquakes Epicentre Volcanoes Mountains Plate boundaries Shield Volcano Composite Volcano</p>	<p><b><u>Spring 2 – Why is our world amazing? Focus Volcanoes, Earthquakes and Plate Tectonics</u></b></p> <ul style="list-style-type: none"> <li>• I can explain some of the negative and positive consequences of living near a tectonic boundary.</li> <li>• I can make a prediction about whether the UK experiences a lot of volcanic activity or earthquakes.</li> <li>• I can create a case study of a famous shield (Mauna Loa) or composite (Mount Etna) volcano.</li> <li>• I can list some negative effects that an earthquake can have on a community (San Andreas earthquake 1906 and Japanese 2011 earthquake and tsunami).</li> </ul>	<ul style="list-style-type: none"> <li>• I know what tectonic plates are and understand their impact.</li> <li>• I know how and where earthquakes and volcanoes are formed.</li> <li>• I know how to locate some major tectonic plate boundaries on a digital map.</li> <li>• I know what the ‘ring of fire’ is and what effects it may cause.</li> <li>• I know the main parts of an earthquake and a volcano.</li> <li>• I know some ways humans can protect themselves or prepare for earthquakes and volcanoes.</li> </ul>

<p style="text-align: center;"><b>Year 3:</b></p>	<p>Iceland Reykjavik Active Dormant Extinct Renewable energy (recap) Igneous Metamorphic Sedimentary Tourism Grid references Geysers Geothermal Energy Minerals Lava Gases Ash</p>	<p><b><u>WHERE IN THE WORLD?</u></b> <b><u>Iceland and UK comparison</u></b></p> <ul style="list-style-type: none"> <li>• I can use four figure grid references to locate features.</li> <li>• I can create a sketch map of a small area of Iceland focusing on volcanic activity.</li> <li>• I can compare the human and physical geography of Iceland and the UK.</li> <li>• I can compare the use of renewable energy in Iceland and the UK.</li> <li>• I can compare tourism in Iceland and an area of the UK (Lake District)</li> <li>• I can describe ways in which an active volcano affected people (Eyjafjallajökull 2010).</li> <li>• I can collect, present and analyse data to answer a fieldwork enquiry question.</li> </ul> <p><u>Fieldwork Enquiry Question</u> How have humans used rocks to improve the local area?</p>	<ul style="list-style-type: none"> <li>• I know why Iceland is one of the most volcanic regions of the world.</li> <li>• I know that parts of the UK were located on tectonic boundaries and can identify and describe a dormant volcano (Skiddaw, Ben Nevis or Arthurs Seat).</li> <li>• I know some ways in which a local earthquake affected people (Market Rasen earthquake (2008)).</li> <li>• I know how to locate Europe on a map and identify Iceland and the UK and their capital cities by using the index in an atlas.</li> </ul>
<p style="text-align: center;"><b>Year 4:</b></p>	<p>Grid references NE Lincolnshire Greenwich meridian line Ordnance Survey Legend Immingham Grimsby Cleethorpes River Freshney County Borough</p>	<p><b><u>LOCAL STUDY – When is a place home? – North East Lincolnshire</u></b></p> <ul style="list-style-type: none"> <li>• I can use four figure grid references to locate key human and physical features of NE Lincolnshire.</li> <li>• I can give maps a key with ordnance survey style symbols (River Freshney).</li> <li>• I can make a map of a short route with features in the right order.</li> <li>• I can identify the position of the Greenwich meridian line on a world map and how it passes through Cleethorpes.</li> <li>• I can collect, present and analyse data to answer a fieldwork enquiry question.</li> </ul> <p><u>Fieldwork Enquiry Question</u> Which new shop do we need in the shopping centre? What types of shops are there? Do they meet the town’s needs?</p>	<ul style="list-style-type: none"> <li>• I know how to use the index in an atlas to locate North East Lincolnshire and it’s significant towns.</li> <li>• I know North East Lincolnshire is a borough in the county of Lincolnshire.</li> <li>• I know what the Greenwich meridian line is.</li> <li>• I know how to use digital mapping to measure the length of the River Freshney.</li> </ul>



<p><b>Year 4:</b></p>	<p>Source Mouth Tributaries Waterfalls Floodplain Erosion Upper course Middle course Lower course Water cycle Condensation Precipitation Evaporation Collection Community</p>	<p><b><u>Spring 2 – Why is our world amazing? Rivers and the Water Cycle (Nile)</u></b></p> <ul style="list-style-type: none"> <li>• I can recognise the features and courses of a river.</li> <li>• I can compare Angel Falls in South America and Gaping Gill waterfall in Yorkshire and how they are used as a tourist attraction.</li> <li>• I can describe the water cycle in sequence.</li> <li>• I can explain how flooding can significantly impact the surrounding community and the physical environment.</li> <li>• I can describe how rivers are used by humans (River Nile).</li> <li>• I can identify and locate human and physical features on a map of a river.</li> <li>• I can suggest reasons why people have settled near the River Nile.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what the water cycle is.</li> <li>• I know how waterfalls are formed and their key characteristics.</li> <li>• I know why and how rivers flood.</li> <li>• I know how to use the annotation function and add text to describe the features of a river using digital mapping.</li> </ul>
<p><b>Year 4:</b></p>	<p>Estuary City Overlay Fjord Sea bottom Valley Glaciers Glaciation Erosion Skerries Coral reefs Energy Renewables Tourism Industry</p>	<p><b><u>WHERE IN THE WORLD? Norway and UK comparison</u></b></p> <ul style="list-style-type: none"> <li>• I can compare the human and physical geography of the city of Bergen and the city of Hull.</li> <li>• I can compare how people use Norwegian fjords including Sognefjord and Geirangerfjord and the Humber estuary.</li> <li>• I can explain how Norway and the UK's use of energy differs and give some reasons why.</li> <li>• I can explain what characteristics of the Norwegian fjords make them a suitable habitat for a coral reef.</li> <li>• I can collect, present and analyse data to answer a fieldwork enquiry question.</li> </ul> <p><u>Fieldwork:</u> What are the key-features of a local river? Are there any man-made features? How have humans had an impact on the watercourse? Sketch map.</p>	<ul style="list-style-type: none"> <li>• I know how the Norwegian fjords were formed.</li> <li>• I know some reasons why tourists might visit the Norwegian fjords and compare this to the Humber estuary.</li> <li>• I know how to use an atlas to locate key features studied.</li> <li>• I know how to use digital mapping to add photos and annotation to a map of a Norwegian fjord.</li> </ul>

Population  
 Humber  
 Humber Bridge  
 Spurn Point  
 Kingston Upon  
 Hull  
 Lincolnshire  
 Wolds  
 Landscape  
 Habitat  
 Port  
 Unitary authority  
 County  
 Beverley  
 Scunthorpe  
 Brigg  
 Grimsby  
 Lighthouse  
 Tourism

**LOCAL STUDY – When is a place home? – Humber area (NE Lincolnshire, N. Lincolnshire, E Riding, Kingston Upon Hull)**

- I can use the population density overlay on a digital map to suggest why population varies in each of these counties.
- I can locate key towns, a city and the county or areas which make up the Humber region using a map.
- I can use six figure grid references to locate key features of the Humber Area (Humber Bridge, The Deep, Spurn Point Lighthouse)
- I can describe and interpret relief features on a map of the Lincolnshire Wolds.
- I can give reasons why the landscape of Spurn Point is constantly changing.

**Fieldwork Enquiry Question**

How could our natural landscape help tourism in our area (Humber area)? Compare physical features on a digital OS map.

- I know which counties and unitary authority areas make up the Humber region.
- I know that Kingston-upon-Hull is a port city in the unitary authority of East Riding.
- I know some significant towns in the Humber area and can identify them on a map.
- I know that the Lincolnshire Wolds are an area of outstanding natural beauty.
- I know that Spurn Point is made up of different types of habitat and why this means it is rich in wildlife.

Snowline  
Treeline  
Fold Mountain  
Fault Block  
mountain  
Dome Mountain  
Volcano (recap)  
Plate tectonics  
(recap)  
Tropic of Cancer  
Tropic of  
Capricorn  
Plain  
Valley  
Canyon  
Plateau  
Erosion  
Climate  
Altitude

**Spring 2 – Why is our world amazing? Focus Mountains and Landforms (USA)**

- I can use an atlas to name and locate the highest peaks in each of the seven continents.
- I can describe how Fold Mountains, Fault Block and Dome mountains are formed and identify an example of each in North/South America or Europe.
- I can identify the Sierra Nevada, Appalachian and Rocky Mountain ranges in an atlas.
- I can explain mountain climates and how altitude affects living conditions.
- I can describe how the Grand Canyon was formed.
- I can locate the Great Plains and the Colorado Plateau on a digital map.
- I can explain how mountain landscapes change over time through erosion.

- I know how mountains are formed and that volcanoes are a type of mountain.
- I know the three main mountain ranges in the USA.
- I know the terms snowline and treeline.
- I know the significance of the Tropics of Cancer and Capricorn and how their position affects climate.
- I know some significant landforms such as plains, plateaus, valleys and canyons.

<p><b>Year 5:</b></p>	<p>Contours Height Slope Scale Hydroelectric Explorer North America South America Atlantic Ocean Pacific Ocean Arctic Ocean Carribean Sea Ottawa Washington DC North America Central America South America Ben Nevis Mount Robson Banff Lake Louise National park</p>	<p><b><u>WHERE IN THE WORLD?</u></b> <b><u>Canada and UK comparison</u></b></p> <ul style="list-style-type: none"> <li>• I can describe height and slope using OS maps and photographs.</li> <li>• I can make comparisons between the height of mountains in Scotland and the West coast of Canada.</li> <li>• I can describe the human and physical geography of the Canadian Rockies and West Coast and compare this to Scotland.</li> <li>• I can compare tourist facilities in Scotland and the Canadian Rockies.</li> <li>• I can explain the key features and attractions of the Canadian Rockies (travel brochure).</li> </ul> <p><u>Fieldwork Enquiry Question</u> Is traffic a problem in our local area? Complete a traffic survey. Look at road management features. Is public transport being well used? How might this affect the environment?</p>	<ul style="list-style-type: none"> <li>• I know how to use contour lines to talk about height and slope.</li> <li>• I know and can identify the continents of North and South America and their surrounding oceans and seas using an atlas.</li> <li>• I know the capital cities of North America and can identify them digitally.</li> <li>• I know a significant mountain explorer and can describe the challenges they faced (David Thompson – Rockies).</li> </ul>
<p><b>Year 6:</b></p>	<p>York Leeds Harrogate Scarborough Doncaster Sheffield Hull Beverley Farming Tourism Region Grid references Human and Physical features Yorkshire Dales North York moors</p>	<p><b><u>LOCAL STUDY – When is a place home? - Focus – Yorkshire and the Humber</u></b></p> <ul style="list-style-type: none"> <li>• I can find 6-figure grid references and check using the grid reference tool (digital mapping).</li> <li>• I can describe some key human and physical features of Yorkshire and the Humber.</li> <li>• I can draw the counties and areas which make up the Yorkshire and Humber region on a map and include some significant towns.</li> <li>• I can explain how the geography and natural landscape of Yorkshire encourages tourism.</li> <li>• I can describe some of the challenges that farmers in the Yorkshire and Humber region are facing.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the main cities and towns in the Yorkshire and Humber region.</li> <li>• I know why Yorkshire is known as ‘God’s own country.’</li> <li>• I know that the Yorkshire Dales and the North York Moors are national parks.</li> </ul>

Rainforests  
Tundra  
Deserts  
Savannah  
Woodland  
Grasslands  
Biome  
Vegetation Belt  
Latitude  
Longitude  
Prime Greenwich  
Meridian  
Time Zone

### Spring 2 – Why is our world amazing? Biomes

- I can give reasons why different biomes have different levels of population and plant and animal types.
- I can explain where in the world I would move to if I had the choice and what biome my new home would be located in.
- I can suggest adaptations I might need to make to my house/myself to adapt to live in a chosen biome.
- I can compare the 6 major biomes using a table.
- I can identify the position and significance of the Prime Greenwich Meridian and time zones including day and night.

- I know how to use digital mapping (overlays tool) to identify biomes around the world.
- I know the six major biomes.
- I know that a biome is a large area of land with a particular climate, types of plants (flora) and animals (fauna).
- I know the difference between a vegetation belt and a biome.
- I know the direction lines of latitude/longitude run and their purpose.

Biomes  
 Amazon  
 Rainforest  
 Climate  
 Vegetation  
 Indigenous  
 Renewable  
 energy  
 Microclimate  
 Forest floor  
 Understory Layer  
 Emergent Layer  
 Canopy  
 Logging  
 Resources

**WHERE IN THE WORLD? South America and the Amazon Basin and UK comparison**

- I can identify the different biomes in South America using digital mapping.
- I can name and describe the four layers of tropical rainforests (Amazon)
- I can compare the climate, biomes and vegetation of the Amazon rainforest and the East Coast of Yorkshire.
- I can give an example of how indigenous peoples use the Amazon's resources.
- I can explain how the Amazon rainforest is changing.
- I can give examples of how humans are having a negative impact on the Amazon and actions that can be taken to help
- I can collect, present and analyse data to answer a fieldwork enquiry question.

**Fieldwork:**

What would be the most suitable locations for renewable energy sites (wind/solar) around the school grounds? Investigate microclimates around the school grounds.

- I know some ways that humans could slow climate change through their actions.
- I know why the East Coast of Yorkshire's location has affected its climate and vegetation.
- I know the biome covering much of the UK.
- I know the location and some key features of the Amazon rainforest.
- I know why the Amazon rainforest is important.