

Subject progression: GEOGRAPHY

Year & theme	Vocabulary	Objectives Procedural (I can . . .)	Objectives Declarative (I know . . .)
Nursery: Autumn	Cold Weather House Hill Forest School Town Grimsby Different Classroom Over Under Through Up Down In On	<p><u>LOCAL STUDY</u></p> <ul style="list-style-type: none"> • I can talk about what my home is like and how it is different to that of my friends. • I can explore the school building and its grounds and say what I like and dislike creating a senses mind map. <p><u>LET'S CELEBRATE</u></p> <ul style="list-style-type: none"> • I can explore and respond to different weather conditions. • I can talk about day and night plus routines. 	<ul style="list-style-type: none"> • I know the types of rooms in my home and what they are used for and homes can be different. • I know the name of my school and key places inside and out. • I know that in the school grounds there are natural things for me to explore and compare. • I know that I need to wear different clothes for different weather conditions.
Nursery: Spring	People Jobs Shop Earth Weather	<p><u>WHO IS THAT?</u></p> <ul style="list-style-type: none"> • I can talk about jobs that people familiar to me do. • I can talk about jobs that people do in the wider community that interest me. <p><u>WHAT ON EARTH?</u></p> <ul style="list-style-type: none"> • I can identify some seasonal changes. 	<ul style="list-style-type: none"> • I know some types of jobs people have and the reasons that they have them. • I know the names of significant places that people work.

<p>Nursery: Summer</p>	<p>Hot Map Sea Seaside Train Bus Aeroplane Cleethorpes.</p>	<p><u>LIFE ON EARTH</u></p> <ul style="list-style-type: none"> • I can explain changes in the outdoor environment over the year. <p><u>WHERE IN THE WORLD?</u></p> <ul style="list-style-type: none"> • I can look at images and watch video clips to pick out similarities and differences between places. • I can follow a simple map. 	<ul style="list-style-type: none"> • I know why planting happens at this time of year. • I know some of the ways to look after and respect the Early Years plus wider school grounds. • I know that people go to different places for different reasons and use a variety of transportation. • I know that I live in a town called Grimsby and a nearby seaside town is Cleethorpes. • I know that there is a world beyond my town and the UK.
<p>Reception: Autumn</p>	<p>Season(s) Autumn Winter Similar Aerial view Street In front of Behind Besides Between Across Africa</p>	<p><u>LOCAL STUDY</u></p> <ul style="list-style-type: none"> • I can look at an aerial map of my school and the local streets, recognising simple features. • I can identify key features and famous landmarks of the local environment. • I can recognise some similarities and differences between life in our town of Grimsby and life in an African village. • I can use simple positional and directional language. <p><u>LET'S CELEBRATE</u></p> <ul style="list-style-type: none"> • I can understand the effect of changing seasons. 	<ul style="list-style-type: none"> • I know what road my school is located. • I know the purpose of key features in Grimsby and Cleethorpes <p>I know that the weather conditions, environment, language, food can vary in different parts of the world.</p> <ul style="list-style-type: none"> • I know what the weather is like in Autumn and Winter and how the environment changes.

<p style="text-align: center;">Reception: Spring</p>	<p>City London Near Far Spring Farm Village Countryside Soil Landmark Beach Cleethorpes</p>	<p><u>WHO IS THAT?</u></p> <ul style="list-style-type: none"> • I can locate London on a map. • I can identify the countries of Great Britain on a simple map. • I can identify similarities and differences between Grimsby and London. • I can identify some of London's famous landmarks. <p><u>WHAT ON EARTH?</u></p> <ul style="list-style-type: none"> • I can recognise that some environments are different to the one in which I live. • I can follow a simple map to get to places on the farm. • I can draw a simple map and label. 	<ul style="list-style-type: none"> • I know that Grimsby, Cleethorpes and London are in England. • I know that Grimsby and Cleethorpes are towns and that London is the capital city of England. • I know that a city is bigger, busier and has more features than a town. • I know that the Queen lives at Buckingham Palace. • I know how to draw information from simple maps. • I know some of the similarities and differences between town and city environments and rural ones, including a farm. • I know how to use a simple key.
<p style="text-align: center;">Reception: Summer</p>	<p>Summer England Scotland Wales Great Britain Island Landmark</p>	<p><u>LIFE ON EARTH?</u></p> <ul style="list-style-type: none"> • I can understand the effect of changing seasons. <p><u>WHERE IN THE WORLD</u></p> <ul style="list-style-type: none"> • I can talk about some of the famous landmarks, traditions and ways of life in Great Britain and identify some similarities and differences. • I can identify some key local landmarks and compare them to one's within Great Britain. • I can match some GB landmarks to the country in which they are located. 	<ul style="list-style-type: none"> • I know what the weather is like in Spring and Summer and how the environment changes. • I know the location of the three countries of Great Britain and can place some landmarks on each.

Year 1:	Beach coast hill sea town village farm house shop City Near Far Left Right Continent key	<u>LOCAL STUDY – What made Grimsby Great?</u> <ul style="list-style-type: none"> 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 using directional vocabulary. I can identify the city of Hull on a simple map. I can use aerial photographs to recognise key landmarks. 	<ul style="list-style-type: none"> I know the difference between human and physical features. I know that the United Kingdom is part of Europe and that Europe is one of the seven continents of the world.
	Continent (recap) season weather Port river Equator Globe	<u>WHERE IN THE WORLD? Brazil and UK comparison</u> <ul style="list-style-type: none"> I can compare and contrast the human and physical geography of Brazil and the UK. I can compare key ports in Brazil with the port of Grimsby. I can complete a simple key on a map of Brazil. I can locate the equator on a globe. 	<ul style="list-style-type: none"> I know what the weather is like in the Amazon and can compare this with local weather patterns. I know how to use the zoom feature on a digital map to identify features. I know that the United Kingdom is part of Europe and that Europe is one of seven continents in the world. I know Brazil is part of the continent of South America. I know the Amazon River runs through the rainforest in Brazil.
Year 2:	Harbour Cliff ocean valley factory office North South East West	<u>LOCAL STUDY – What made Grimsby Great?</u> <ul style="list-style-type: none"> I can follow a map, understand a key and use directional language to describe the route. I can identify key human and physical characteristics of Cleethorpes beach using an aerial view. I can use directional vocabulary. 	<ul style="list-style-type: none"> I know what Cleethorpes beach is used for. I know how to name and locate the world's seven continents and five oceans using a world map and globe. I know how to add an image to a map of the local area.

Forest
Mountain
Vegetation
Soil
Climate
Pacific Ocean
Indian Ocean

WHERE IN THE WORLD?

Australia

- I can name and locate Australia, Africa and the Pacific and Indian Oceans on a simple map, atlas and globe.
- I can compare a local beach in the UK to a beach in Australia.
- I can read and interpret a range of maps that show the location of physical characteristics of Australia.
- I can plan a simple route in the school grounds.

- I know that Australia is a continent.
- I know some of the similarities and differences between a local beach in the UK and a beach in Australia.
- I know that different parts of Australia experience varied weather and climate conditions.
- I know some similarities and differences between ways of life in Australia and the UK.

Renewable Energy
Wind Farm
Docks
Economy
Coast
North Sea
Faroe Islands
Humber Estuary
Industry

LOCAL STUDY

What made Grimsby Great?

- I can give maps a key with standard symbols.
- I can give directions using the 8 points of the compass.
- I can make a sketch map of Grimsby including key features.
- I can explain the impact of the Cod Wars on Grimsby's fishing industry in terms of human geography.
- I can suggest reasons why Iceland and Grimsby's location might have helped each harness fishing as a key industry.
- I can explain how economic changes have shifted Grimsby's focus towards renewable energy.

- I know how to use an index.
- 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.
- I know how to locate Grimsby and the county of Lincolnshire on a map.
- I know how to use the zoom function to explore places at different scales.

Active
 Dormant
 Extinct
 Earth's crust
 Mantle
 Inner core
 Outer core
 Molten
 Magma
 Tectonic plates
 Earthquakes
 Volcanoes
 Mountains
 Plate boundaries
 Coordinates

Where in the world?

Iceland and UK comparison

- I can use 4 figure coordinates to locate features.
- I can create a sketch map of a small area of Iceland focusing on volcanic activity.
- I can investigate the geology of my local area and the way rocks have been used.
- I can compare and contrast the human and physical geography of Iceland and the UK.
- I can compare and contrast the use of renewable energy in Iceland and the UK (focusing on Grimsby).
- I can compare and contrast the Humber area and Iceland as a tourist destination and suggest how this might impact the local economy.

- I know why Iceland is one of the most active volcanic regions of the world.
- I know that parts of the UK were located on tectonic boundaries and can identify and describe a dormant volcano.
- I know what tectonic plates are and understand their impact.
- I know how and where volcanoes are formed.
- I know how and where earthquakes occur.
- 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.
- I know how to locate some major tectonic plate boundaries on a map.

Greenwich
meridian
Latitude
Longitude
Settlement
Climate
Hemisphere

LOCAL STUDY – What made

Grimsby Great?

Vikings

- I can use 4 figure coordinates to locate features (recap).
- I can give maps a key with Ordnance survey style symbols.
- I can make a map of a short route with the features in the correct order.
- I can compare some key Viking settlements and their features.
- I can identify the position of the Greenwich meridian line on a world map.
- I can use digital mapping to identify and locate Viking settlements and their key physical features.
- I can describe the climate zones of Denmark, Norway and Sweden and compare this to the UK.

- I know how to use an index in an atlas to locate and label Denmark, Norway and Sweden on a world map and their capital cities.
- I know the direction lines of latitude/longitude run and their purpose.
- I know that the equator separates the N and S hemispheres.
- I know how to use the zoom function to explore places at different scales.
- I know how to highlight an area on a map and measure it using the Area Measurement tool.

Water cycle
Deposition
Erosion
Estuary
River
Floodplain
Mouth
Downstream
Upper course
Middle course
Lower course
Tributary
Meanders
Ox-bow lakes
Environment

- **Where in the world?**
- **Rivers – River Nile and Humber Estuary**
- I can use a scale to measure rivers.
- I can consider at how land use has changed over time in one or both locations.
- I can use geographical terminology to describe key features of a river through fieldwork.
- I can compare and contrast the human and physical geography of Egypt and the UK.
- I can compare the climate and vegetation of the UK and Egypt linked to lines of latitude/longitude.
- I can explain how rivers are formed and it's key parts.
- I can compare and contrast reasons residents settle along the River Nile or River Humber.
- I can describe the impact the River Nile has had on farming over time.
- I can suggest some future environmental issues that could affect the River Nile and the Humber Estuary.
- I can add a range of digital annotation labels to help me to explain features and places (Humber estuary).

- I know that Egypt is located in the continent of Africa and the Humber is located in Europe.
- I know how to use an atlas to roughly locate Kingston Upon Hull and Cairo using lines of latitude/longitude, checking my accuracy digitally.
- I know how to use an index to locate rivers.
- I know how to locate the Tropics of Cancer and Capricorn and can describe their significance for early explorers.
- I know how to explain the water cycle and how rivers are part of this.
- I know the 3 stages of a river.
- I know how to use the grid reference tool to record a location.

Italy
Rome
Scale
Grid References

- **What Made Grimsby Great?**
- **The Romans**
- I can use 4 figure grid references to locate features independently (recap).
- I can use the index and contents page of an atlas.
- I can follow routes on maps saying what is seen.
- I can relate measurement on maps to outdoors (using paces or tape).
- I can use an atlas and interpret keys to gain an understanding of the locational aspects of Italy and some physical features.
- I can name and locate countries that were invaded in Europe and the world during the spread of the Roman Empire.
- I can use an atlas and interpret keys to explain how Scotland's physical geography was a deterrent to invasion.

- I know the country, continent and hemispheres Italy lies within.
- I know and can locate Italy's capital city plus other major cities, surrounding seas and major physical features.
- I know how to give directions and instructions using the 8 points of a compass.
- I know how to use maps at different scales/types to make comparisons.

Contours
Plan
Hydroelectric
Summit
Peak
Ridge
Sea level
Fold
Block
Volcanic
Mountain ranges
Minerals

Where in the world?
Mountains – Canada and UK
comparison

- I can read and compare map scales.
- I can draw measured plans from field data.
- I can compare how an area has changed over time (local study).
- I can compare and contrast the human and physical geography of Canada and the UK.
- I can make comparisons between the height differences between mountain ranges in Scotland and the West coast of Canada.
- I can compare the use of hydroelectric power in Canada and the UK.
- I can compare and contrast the physical processes that form fold, block and volcanic mountains.
- I can give some examples of each type of mountain focusing upon UK and Canada.
- I can add photographs and text to specific locations on a map.

- I know that contours show height and slope
- I know and can identify the continents of North and South America and their surrounding oceans using an atlas.
- I know and can identify key capital cities in North and South America using an atlas.
- I know the link between volcanic activity and the formation of many of the UK and Canada's mountainous regions.
- I know how Canada's volcanic physical geography has led to rich mineral deposits.

6 figure grid reference
Easting
Horizontal lines
Northings
Vertical lines

What made Grimsby great?
WWII

- I can use 6 figure grid references to locate features and places
- I can follow a route on 1:50 000 Ordnance Survey map.
- I can describe some key human and physical features of the countries involved in WWII and how this may have impacted the conflict.
- I can locate some countries which were involved in WWII.
- I can use digital maps to research factual information about locations and features.

- I know how to read and compare map scales.
- I know that 6 figure grid references can help you find a place more accurately than 4 figure grid references.
- I know how to use Ordnance Survey symbols to identify features.
- I know how WWII impacted the economy of the UK.
- I know how WWII affected land use patterns and human settlement in the UK.

Climate Zones
Equatorial
Sub-equatorial
Tropical
Sub-tropical
Temperate
Sub-polar
Polar
Biomes
Tropical Rainforest
Temperate Forest
Desert
Tundra
Taiga (Boreal
Forest)
Grassland
Savanna
Ecosystem
Time Zones
Mining

Where in the world?
Antarctica and Scilly Isles –
Biomes

- I can use latitude and longitude in an atlas or globe.
- I can appreciate and compare different map projections.
- I can use fieldwork to observe and present the human and physical features in the local area using digital technologies.
- I can investigate microclimates around the school grounds and identify the most suitable locations for renewable energy sites.
- I can describe the climate, biomes and vegetation of Antarctica and compare it to the Isles of Scilly.
- I can debate whether Antarctica should be developed and how it may already be changing.
- I can identify the Arctic and Antarctic circle using an atlas.
- I can identify the Isles of Scilly using an atlas.
- I can use digital mapping (including the area measurement tool) to locate countries and features studied.

- I know how to identify and describe key biomes in Antarctica and the UK.
- I know why the Isle of Scilly's location has affected its climate and vegetation.
- I know that climate change is melting the polar ice caps and how this could cause environmental changes.
- I know how to identify the position and significance of the Prime Greenwich Meridian and time zones including day and night.
- I know some of the factors which cause climate change, its effects and what can be done to help slow it.
- I know some of the natural resources and minerals present in Antarctica and suggest why they may be hard to access.
- I know how to find 6 figure grid references digitally and check them using the grid reference tool.