



Curriculum Scope	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	<p>I can talk about and describe different types of houses, including where I live.</p> <p>I can talk about members of my immediate family and community.</p> <p>I describe what I can see and hear outside.</p>	<p><b>Where I Live</b></p> <p><b>Enquiry – What do we love about where we live?</b></p> <p>I can walk around my locality and talk about things I like about it.</p> <ul style="list-style-type: none"> <li>- Significant buildings</li> <li>- Land (woods, gardens, farmland, etc)</li> <li>- Different homes</li> <li>- Parks/play areas</li> <li>- Routes</li> </ul> <p>I can answer some questions about Loftus, Liverton Mines and Skinningrove such as:</p> <ul style="list-style-type: none"> <li>- Where could you go in <u>place</u>?</li> <li>- What do you think is different between <u>place &amp; place</u>?</li> <li>- Why doesn't <u>place</u> have a (cinema, football stadium, shopping centre)?</li> </ul> <p>I can describe my locality using words and pictures.</p> <p><b>Keywords:</b></p> <p>Hill                      Near/far Ocean                     left/right Land                       Up/down House                     Loftus Bungalow                Skinningrove Terrace                   Liverton Mines Shop                        Address Park Village</p>	<p><b>Saltburn and Waikiki (O'ahu - Hawaii)</b></p> <p><b>Enquiry – What can I do on a beach holiday?</b></p> <p>I can find Saltburn and Hawaii on a world map.</p> <p>I can use a range of geographical terms to talk about the physical and human features of Saltburn and Waikiki.</p> <p>I can describe five differences between Saltburn and Waikiki.</p> <ul style="list-style-type: none"> <li>- Buildings</li> <li>- Land (beach, hills, mountains)</li> <li>- Weather</li> <li>- Nature (vegetation and animals)</li> </ul> <p><b>Keywords:</b></p> <p>Beach                      City Cliff                        Town Coast                       Village Forest                      House Woods                      Hotel Hill                         Parking Mountain                  Harbour Sea                          Port Ocean                        Shop River                        Pier Soil                         Promenade Valley                       Bridge Vegetation                Scale Season                      Key Weather                    Route</p>	<p><b>North Yorkshire and Andalusia (Southern Spain)</b></p> <p><b>Enquiry – What can you report about the regions – North Yorkshire and Andalusia?</b></p> <p>I can locate the regions North Yorkshire and Andalusia on a map, and understand where they are in relation to each other.</p> <p>I can report on human features of both areas.</p> <ul style="list-style-type: none"> <li>- Settlement names</li> <li>- Urban vs Rural areas</li> <li>- Population</li> </ul> <p>I can report on physical features of both areas.</p> <ul style="list-style-type: none"> <li>- Climate</li> <li>- Rainfall</li> <li>- Seasonal temperatures</li> </ul> <p><b>Keywords:</b></p> <p>Region                    Ordinance Survey Landscape                OS Symbols Features                   Grid reference Climate                    Scale Rainfall                    Key Settlement                Spain Population                Andalusia Temperature              Europe</p>	<p><b>Whitby and the Norwegian Fjords</b></p> <p><b>Enquiry – What type of person would want to go to Whitby/the Norwegian Fjords?</b></p> <p>I can locate Whitby and the Norwegian Fjords on a map, and understand where they are in relation to each other.</p> <p>I can describe some human features that have shaped and changed these places.</p> <ul style="list-style-type: none"> <li>- Trade links</li> <li>- Tourist experiences</li> <li>- Transportation</li> </ul> <p>I can describe some physical features that have shaped and changed these places.</p> <ul style="list-style-type: none"> <li>- Topography (mountains, valleys, coasts etc)</li> <li>- Weather/climate</li> <li>- Landscapes</li> </ul> <p>I can explain how each place was important for trade links and how it has changed over time.</p> <p><b>Keywords:</b></p> <p>Industry                    Labour Manufacture                Employment Market                      Climate Trade                        Export/import Tourism                     Transport Topography                Fjords Norway                      Glacier</p>	<p><b>York and Quebec</b></p> <p><b>Enquiry – Can you plan a trip to York/Quebec?</b></p> <p>I can locate York and Quebec on a map and globe.</p> <p>I can collect information about these places, including surrounding natural resources, and use it in a report.</p> <p>I can choose the best way to collect and record information needed in making sensible choices.</p> <p>I can plan a journey to these two places.</p> <p>I can find answers to my own geographical questions relating to the human and physical features of these areas.</p> <p><b>Keywords:</b></p> <p>York                        Quebec Canada                    North America Natural resources        Trade River                        Plan Enquire                    Grid references</p>	<p><b>North Yorkshire National Park (NP), Yosemite NP, Göreme NP.</b></p> <p><b>Enquiry – National Parks; why?</b></p> <p>I can generate my own lines of enquiry linked to National Parks around the world.</p> <p>I can give detailed descriptions of the human and physical features of these areas; comparing them to each other.</p> <p>I can compile and create an argument for why National Parks are an important part of our world.</p> <p>I can include diagrams, maps, facts and evidence to back up my argument.</p> <p><b>Keywords:</b></p> <p>Issue                        Pollution Preservation                Planning Conservation                Community Natural beauty              Climate Landscapes                  Environment Enquiry</p>



<p>Place Knowledge - Geographical Skills and Fieldwork</p>	<p>I can observe changes to the natural world over time.</p> <p>I can ask questions to find out more and to check understanding.</p> <p>I can engage in non-fiction books.</p> <p>I can listen to and talk about selected non-fiction books and develop familiarity with new vocabulary and knowledge.</p> <p>I can explore the natural world.</p> <p>I can draw my own simple map.</p> <p>I can draw information from a simple map.</p> <p>I can study aerial photographs/simple maps.</p> <p>I can explore similarities and differences on maps.</p> <p><b>Fieldwork opportunities:</b> School Grounds Local Woods</p>	<p>I can use maps and the internet to talk about places I know.</p> <p>I can use the vocabulary of near/far, left/right and up/down to talk about and compare places/routes in my locale.</p> <p>I can use simple fieldwork to explore the environment around my locale.</p> <p><b>Fieldwork opportunities:</b> Local woods Walk through Loftus</p>	<p>I can recognise human and physical features, including landmarks, using aerial photographs, maps and fieldwork.</p> <p>I can use North, South, East and West to describe directions on a map.</p> <p>I can create a simple map of Saltburn; including</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Route</li> <li>- Basic Key</li> <li>- Scale</li> <li>- Arrow pointing North</li> </ul> <p><b>Fieldwork opportunities:</b> Saltburn visit</p>	<p>I can use aerial photographs, atlases, globes, and maps to describe the studied areas.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features of a village in North Yorkshire.</p> <p>I can begin to use 4 figure grid references.</p> <p>I can use a compass and orientate a map to face North.</p> <p>I can use some basic OS map symbols.</p> <p><b>Fieldwork opportunities:</b> Danby Lodge National Park Centre</p>	<p>I can use the eight points of a compass to describe the position of two areas studied.</p> <p>I can read an OS Map of Whitby and understand the main features that are represented on the map.</p> <p>I can use 4 figure grid references.</p> <p>I can carry out fieldwork to observe, record, measure and present the main human and physical features around Whitby. E.g.</p> <ul style="list-style-type: none"> <li>- How many shops are on the seafront?</li> <li>- How many locations sell black jet?</li> <li>- Where can you find flowers in Whitby?</li> </ul> <p>I can create a map of Whitby using my own key to represent the main features found. (Title, key, scale, arrow pointing North)</p> <p><b>Fieldwork opportunities:</b> Whitby visit</p>	<p>I can use maps, aerial photographs, atlases and web resources to describe what a locality might be like.</p> <p>I can generate my own lines of enquiry and find answers to these.</p> <p>I can recognise OS symbols and keys on a map.</p> <p>I can begin to use 6 figure grid references to locate areas on a map.</p> <p><b>Fieldwork opportunities –</b> York visit</p> <ul style="list-style-type: none"> <li>- Jorvic</li> <li>- DIG</li> <li>- York Cathedral</li> <li>- Clifford’s Tower</li> <li>- River Ouse</li> <li>- Shambles</li> </ul>	<p>I can generate my own lines of enquiry; finding and creating resources to answer and present these. (These may include: maps, atlases, scales, 6 figure grid references, plans, graphs, data, internet resources, photographs etc. )</p> <p>I can use fieldwork to support my lines of enquiry – observe, measure, record and present information gathered from a local area.</p> <p><b>Fieldwork opportunities:</b> Dalby Forest Visitor Centre</p>
--	--	---	---	---	--	---	---



<p>Location Knowledge</p>	<p>I can recognise similarities and differences between life in this country and other countries.</p> <p>I can start to show some awareness of other countries/cities.</p> <p>I can start to explore different occupations.</p> <p>I can discuss similarities and differences between different countries.</p>	<p><b>The UK – Countries, Capitals and Seas</b></p> <p><b>Enquiry – What is this? (Blank Map of the UK)</b></p> <p>I can name the four countries of the UK.</p> <p>I can name the four capital cities of the UK.</p> <p>I can name the seas around the UK.</p> <p><b>Keywords:</b>          England      Northern Ireland          Wales              Scotland          North Sea      English Channel          Irish Sea      Atlantic Ocean          London              Edinburgh          Cardiff              Belfast          Country              City          Capital          United Kingdom</p>	<p><b>World’s Continents and Oceans</b></p> <p><b>Enquiry – Where could I go if I was an explorer?</b></p> <p>I understand what an atlas is and what it can be used for.</p> <p>I can locate the UK in an atlas.</p> <p>I can name the seven continents.</p> <p>I can name the five oceans.</p> <p><b>Keywords:</b>          Atlas          Index          Contents          Title          North America          South America          Europe          Africa          Asia          Australia          Antarctica          Pacific Ocean          Atlantic Ocean          Arctic Ocean          Indian Ocean          Antarctic Ocean          (AKA Southern Ocean)          Continents</p>	<p><b>The UK – Cities and Rivers</b></p> <p><b>Enquiry – Can a river travel through more than one city?</b></p> <p>I can name some major cities within the UK.</p> <p>I can name some rivers within the UK.</p> <p>I can explain the importance of rivers for settlements.</p> <p>I can confidently describe human features in a settlement.</p> <ul style="list-style-type: none"> <li>- Bridges</li> <li>- Roads</li> <li>- Ports/harbours</li> <li>- Buildings (i.e. churches and stadiums)</li> </ul> <p>I can investigate and discuss how settlements have changed around rivers.</p> <p><b>Keywords:</b>          Settlement          Trade          Port          Development          Land-use          Cities          (Manchester, Newcastle, Birmingham, London, Cambridge etc)          Rivers          (Tyne, Wear, Tees, Severn, Thames etc)</p>	<p><b>The UK – Counties and Mountains/Hills</b></p> <p><b>Enquiry – What are the highest points in different English counties?</b></p> <p>I know what the Pennines are.</p> <p>I can name some areas of hills/peaks.</p> <ul style="list-style-type: none"> <li>- Peak District</li> <li>- Lake District</li> <li>- Yorkshire Dales</li> <li>- North Yorkshire Moors</li> <li>- North Pennines</li> <li>- Cheviot Hills</li> </ul> <p>I can name some counties within the UK.</p> <ul style="list-style-type: none"> <li>- Cumbria</li> <li>- Northumberland</li> <li>- Durham</li> <li>- North Yorkshire</li> <li>- Herefordshire</li> </ul> <p>I can name some tall peaks in England.</p> <ul style="list-style-type: none"> <li>- Scafell Pike</li> <li>- The Cheviot</li> <li>- Mickle Fell</li> <li>- Whernside</li> <li>- Black Mountain</li> </ul> <p>I can investigate and discuss how counties have changed names/boundaries.</p> <p><b>Keywords:</b>          Pennines          Counties          Fells          Ranges          Peaks          Topography          Boundary</p>	<p><b>Countries of the World and their Features</b></p> <p><b>Enquiry – I’m travelling to somewhere popular. Can you guess where and why?</b></p> <p>I can name some of the main countries of the world.</p> <ul style="list-style-type: none"> <li>- Russia</li> <li>- Countries in Europe</li> <li>- Countries in North and South America</li> </ul> <p>I can name some capital cities around the world.</p> <p>I can name some famous landmarks in different countries.</p> <p>I can describe the climate in different countries.</p> <p>I can name prominent mountains/ rivers in different countries. E.g.</p> <ul style="list-style-type: none"> <li>- Mt Everest</li> <li>- Mt Kilimanjaro</li> <li>- Mt Fuji</li> <li>- River Nile</li> <li>- Amazon River</li> <li>- River Ganges</li> </ul> <p><b>Keywords:</b>          Countries      Continents          Climate zones      Russia          Tropical climate      Europe          Dry climate          Temperate climate          Continental climate          Polar climate          North/South America</p>	<p><b>Global Locations and Time Zones</b></p> <p><b>Enquiry – Can I see the New Year in twice?</b></p> <p>I can locate the equator and the tropics of Cancer and Capricorn.</p> <p>I can explain the difference between northern and southern hemispheres. E.g.</p> <ul style="list-style-type: none"> <li>- Seasons</li> <li>- Population</li> </ul> <p>I know where the Arctic and Antarctic Circles are.</p> <p>I can explain the differences between the Arctic and Antarctic Circles.</p> <p>I can understand why times are different in different places in the world; including day and night.</p> <p>I can explain how time zones work; including the Greenwich Meridian.</p> <p><b>Keywords:</b>          Equator      Population          Tropics      Seasonal differences          Cancer      Arctic Circle          Capricorn      Antarctic Circle          Hemisphere      Time Zones          Northern          Southern          Greenwich Meridian</p>
---------------------------	--	--	---	--	--	--	---



Hummersea Primary School  
Geography Curriculum Progression Map



<p>Location Knowledge - Geographical Skills and Fieldwork</p>	<p>I can look at and discuss photos and books with different cultures, countries and environments.</p>	<p>I can use maps and atlases to identify/recognise the UK.</p> <p>I can use maps and atlases to find key information about an area of study.</p> <ul style="list-style-type: none"> <li>- Names of capitals</li> <li>- Names of seas</li> <li>- Names of countries</li> </ul> <p><b>Fieldwork opportunities:</b> N/A</p>	<p>I can learn to use atlas features including:</p> <ul style="list-style-type: none"> <li>- Contents</li> <li>- Index</li> <li>- Keys/symbols</li> </ul> <p>I can use maps, atlases and globes to locate the seven continents.</p> <p>I can use maps, atlases and globes to locate the five oceans.</p> <p><b>Fieldwork opportunities:</b> N/A</p>	<p>I can use maps and atlases to locate cities and rivers in the UK.</p> <p>I can use maps (including digital) and aerial photographs to describe features studied.</p> <ul style="list-style-type: none"> <li>- Rivers</li> <li>- Settlements</li> <li>- Changes</li> </ul> <p><b>Fieldwork opportunities:</b> Transporter Bridge Tees barrage</p>	<p>I can use maps and aerial photographs to show and describe the topography of hills/mountains in England.</p> <p>I can use maps and atlases to locate counties and peaks.</p> <p>I can discuss that counties have changed over time using maps.</p> <p><b>Fieldwork opportunities:</b> Roseberry Topping Great Ayton</p>	<p>I can use maps (including digital), atlases, globes, aerial photographs and the internet to locate and describe areas being studied.</p> <p><b>Fieldwork opportunities –</b> N/A</p>	<p>I can use maps (including digital), atlases, globes and aerial photographs to locate and describe places of study.</p> <p><b>Fieldwork opportunities:</b> N/A</p>
---	--	---	---	---	--	---	--



	Studying Our Locale	Hot and Cold Countries	Volcanoes and Mountains	Earthquakes	Biomes	Trade and Economics	
Human and Physical Geography	I can discuss the changing weather -understand weather changes and clothing.	<b>Enquiry – How do I make a map? (of school and the surrounding area)</b>	<b>Enquiry – How do I survive in hot and cold countries?</b>	<b>Enquiry – Are volcanoes always bad?</b>	<b>Enquiry – How disastrous are earthquakes?</b>	<b>Enquiry – Which biome is common for the equator?</b>	<b>Enquiry – What would happen if we closed our borders to trade?</b>
	I can discuss different types of weather and seasons building on experiences from throughout the year	I know the difference between human and physical geography.	I can locate the equator; North and South Pole; and how they relate to each other.	I can begin to understand tectonic plates.	I can explain 3 different tectonic plate boundaries. - Divergent - Convergent - Transform	I can explain what is meant by a biome and vegetation belt.	I can explain what can be traded. - Energy - Water - Food - Minerals
	I can plant seeds and show care for growing plants.	I can name key human features visible around our school grounds. - School building - Playground - Castle - Hut - Carpark (not cars) - Paths	I understand why countries may be hot or cold in relation to the equator.	I can explain the different ways that mountains and volcanoes are formed. - Fold - Block - Volcanic	I can explain 3 types of fault. - Normal - Reverse - Strike-slip	I can name the main (common) biomes; and understand some of these have sub-categories. - Aquatic - Grassland - Forest - Desert - Tundra	I know some different levels of trade. - Local - National - Global
	I can show care and concern for living things.	I can name key human features visible around our school grounds. - Field - Trees - Woods (beside school)	I can list 4 differences between hot and cold countries. - Weather - Building types - Vegetation - Land (mountainous, desert, tropical, snowy tundra)	I can explain the different types of volcano. - Extinct - Active - Dormant	I know where in the world earthquakes are common.	I understand where different biomes are in the world; and how they link to climates.	I can explain the importance of trade on an economy and why some countries need to import/export.
	I can recognise and begin to understand changes in seasons and the natural world.	<b>Keywords:</b> Locale Human Features Map Physical Features Landmark Fieldwork Title Key	I can present information about these countries.	I can explain the parts of a volcano and how they erupt.	I can investigate damages and consequences of famous earthquakes. - Magnitude - Epicentre - Tsunamis - Damages - Aid	I can create my own line of enquiry for our biome and investigate this.	I can explain what fair trade is and the impact it can have.
	I can recognise some environments that are different to the ones in which I live.	<b>(Weather and Seasons – Science)</b> <i>The Weather and Seasons are covered through Cross-Curricular Science lessons.</i>	<b>Keywords:</b> Beach City Cliff Town Coast Village Forest House Woods Hotel Hill Parking Mountain Harbour Sea Port Ocean Shop River Pier Soil Promenade Valley Bridge Vegetation Scale Season Key Weather Route	I can identify the positive and negative impact of volcanic activity.	I can investigate how people prepare for earthquakes. <b>Keywords:</b> Earthquake Tectonic Plate Fault Lines Divergent Normal Convergent Reverse Transform Strike-slip Tsunami Magnitude Epicentre Aid Natural Disaster	I can follow a supply chain from source to destination; explaining important processes. E.g. - Coffee - Chocolate - Bananas - Oranges	
	I can discuss different environments.	<i>I can name the four seasons.</i>		I can explain how humans have used the land around volcanoes to benefit settlements. - Agriculture - Tourism - Renewable Energy - New land (Hawaii)			I can identify countries that the studied supply trade are linked to.
	I can respect/care for natural environments/living things.	<i>I can record a daily weather chart.</i>		<b>Keywords:</b> Mountain Volcano Fold Block Volcanic Erupt Crater Main Vent Magma Chamber Ash Settlement Renewable Energy Agriculture Tourism Positive Negative Impact Tectonic Plates Extinct Active Dormant			
		<i>I can explain how the weather changes with each season.</i>			<b>(Water Cycle – Literacy)</b> <i>The Water Cycle is covered through Cross-Curricular science lessons.</i>		
					<i>I can draw a diagram to explain how the water cycle works.</i>		



<p>Human and Physical Geography - Geographical Skills and Fieldwork</p>	<p>I can make observations of animals and plants.</p>	<p>I can collect data on the weather and seasons and record these daily.</p> <p>I can use fieldwork to collect information about my area.</p> <p>I can create a very simple map of the school grounds and surrounding area; including</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Pictorial symbols</li> <li>- Human and physical features of school</li> <li>- some surrounding features (cliff, sea, village, woodland)</li> </ul> <p><b>Fieldwork opportunities:</b> Walk around school grounds</p>	<p>I can use maps, globes and atlases to locate and describe the locations of places studied.</p> <ul style="list-style-type: none"> <li>- Equator</li> <li>- North/South Pole</li> <li>- UK</li> </ul> <p>I can collect and record data on hot and cold countries.</p> <p><b>Fieldwork opportunities:</b> N/A</p>	<p>I can use diagrams to explain the different mountain and volcano types; including some photographs.</p> <p><b>Fieldwork opportunities:</b> N/A</p>	<p>I can use diagrams to explain the different plate and fault types.</p> <p>I can use maps and atlases to identify where earthquakes are common.</p> <p><b>Fieldwork opportunities:</b> N/A</p>	<p>I can use maps and atlases to locate and describe biomes around the world.</p> <p>I can use fieldwork to observe, measure, record and present information about my own line of enquiry related to our British Biome.</p> <p>i.e. Which trees are the most common in my woodland? How many signs of wildlife are there?</p> <p><b>Fieldwork opportunities –</b> Loftus woodland</p>	<p>I can use maps, atlases and globes to identify countries that trade.</p> <p><b>Fieldwork opportunities:</b> N/A</p>
---	---	--	--	---	--	---	--