** Flamborough CE Primary School**

**Geography Progression of Knowledge and Skills**

**“God loves the world through us” – Mother Theresa**

|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Locational and Place knowledge** | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Children know that they live in Flamborough. * Children know that Flamborough is in England and the capital city is London. * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps | * Children can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. * Children know about Flamborough and name key landmarks * Children can recognise and name some continents and oceans on a globe or atlas. | * Children can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. * Children can know about Flamborough and Bridlington, and name and locate key landmarks. * Children can name and locate the seven continents and five oceans on a globe or atlas. | * Children can describe where the UK is located, and name and locate its four countries and some counties; locate Flamborough and the East Riding in the UK. * Children know their own address including postcode. * Children can locate the UK's major urban areas; locate some physical environments in the UK. * Children can locate some countries in Europe on a map or atlas. * Children can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere; and the Arctic and Antarctic Circles. | * Children can describe where the UK is located; locate Flamborough and the East Riding in the UK using locational terminology (north, south, east, west) and the names of North Yorkshire and Hull * Children can locate and describe some human and physical characteristics of the UK. * Children can name and locate some European cities using an atlas. * Children can use a globe and map to identify the position of the Tropics of Cancer and Capricorn. | * Children can locate the UK's regions and major cities. * Children can locate some major cities and countries of North and South America on physical and political maps. * Children can describe some key physical and human characteristics of North and South America. * Children can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. | * Children can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. * Children can locate cities, countries and regions of North and South America on physical and political maps. * Children can describe key physical and human characteristics and environmental regions of North and South America. * Children can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation |
| **Human and Physical themes** | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Understand some important processes and changes in the natural world around them, including the seasons. * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps | * Children can talk about the day-to-day weather and some of the features of the seasons in Flamborough. * Children can show awareness that the weather may vary in different parts of the UK and in different parts of the world. * Children can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. * Children can talk about a natural environment – beaches - naming its features. * Children can talk about a human environment, such as Flamborough and London, naming some features using some key vocabulary. * Children can make observations about, and describe, Flamborough and the nearest local green space. * Children can describe an aspect of the physical and human geography of China/Kenya. * Children can show awareness of Flamborough and identify one or two ways it is different and similar to the distant place. | * Children can identify seasonal and daily weather patterns in the United Kingdom * Children can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. * Children can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. * Children can recognise a natural environment –beaches - and describe it using key vocabulary. * Children can identify a range of human environments, such as Flamborough and Bridlington and London, and describe them and some of the activities that occur there using key vocabulary. * Children can make observations about, and describe, Flamborough and Bridlington and their physical and human geography. * Children can describe the physical and human geography of China/Kenya. * Children can describe Flamborough and Bridlington and how they are different and similar to the distant place. | * Children can identify and sequence different human environments, such as Flamborough and Bridlington and contrasting settlements. * Children can recognise features and some activities that occur in different settlements. * Children can recognise the main land uses within urban areas and the key characteristics of rural areas. * Children can understand the basic physical and human geography of the UK and its contrasting human and physical environments. * Children can recognise that there are physical and human differences within countries and continents comparing Flamborough to Keswick and Greece. * Children can recognise that there are advantages and disadvantages of living in certain environments. * Children can identify a river and mountain environment in the UK, and name some of the processes associated with rivers and mountains using some geographical vocabulary * Children recognise that there are extreme weather conditions across the globe including tornadoes/hurricanes and monsoons and droughts * Children can describe the water cycle using simple vocabulary, | * Children can describe and sequence a range of settlement sizes from a village to a city. * Children can describe the characteristics of settlements with different functions, e.g. coastal towns. * Children can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. * Children can understand the physical and human geography of the UK and its contrasting human and physical environments. * Children can describe and compare similarities and differences between some regions in Europe. * Children can explain how or why there are physical and human differences within countries and continents comparing Flamborough to Keswick and Greece. * Children can explain advantages and disadvantages of living in certain environments * Children can compare a river and mountain environment in the UK, using appropriate geographical vocabulary and explain some of the processes associated with rivers and mountains. * Children recognise that there are extreme weather conditions across the globe including tornadoes/hurricanes and monsoons and droughts * Children can describe the water cycle in sequence, using appropriate vocabulary, | * Children can understand that products we use are imported as well as locally produced. * Children can describe different types of industry currently in Flamborough, Bridlington and East Yorkshire. * Children can describe some renewable and non-renewable energy sources. * Children can know where some of our main natural resources come from. * Children can understand how a region has changed. * Children can know and share information about a region in North or South America. * Children can explain some ways a biome (including the oceans) is valuable * Children can understand how human activity is influenced by climate and weather. * Children can identify an important environmental issue. * Children can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest. * Children can understand that animals and plants are adapted to the climate. * Children can understand our food is grown in many different countries because of their climate. | * Children can know the journey of how one product gets into their home in detail. * Children can explain how the types of industry in an area have changed over time. * Children can describe some renewable and non-renewable energy sources and explain how these are essential for our planet’s health. * Children can explain where our energy and natural resources come from including detrimental effects on our planet. * Children can understand how a region has changed and how it is different from another region of the UK. * Children explain how a region of North or South America, its physical environment and climate, and economic activity make it unique. * Children can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. * Children can explain how human activity is influenced by climate and weather. * Children can explain several threats to wildlife/habitats. * Children can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. * Children can describe what the climate of a region is like and how plants and animals are adapted to it. * Children can understand how food production is influenced by climate. |
| Maps, atlases and fieldwork | * Children can talk about features of Flamborough and how environments might vary from one another. * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Children can follow simple directions * Draw and create their own maps using real objects, and/or pictures and symbols. * Look at signs and symbols on different types of map of the school and Flamborough * Use a simple map with symbols to spot features in the school grounds or Flamborough. | * Children can use a world map, atlas or globe to recognise and name some continents and oceans. * Children can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. * Children can use aerial photos to identify features of a Flamborough. * Follow directions   - Up/down  - Forwards/backwards  - Left/right   * Draw maps from imaginary places from stories. * Use own symbols on imaginary maps * Use a simple map to move around the school * Recognise that maps represent place | * Children can use a world map, atlas or globe to name and locate the seven continents and five oceans. * Children can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. * Children can use aerial photos to identify physical and human features of a locality. * Follow directions as y1 introducing N, E, S, W * Draw a map of a real or imaginary place (e.g. add detail to a sketch map from an aerial photograph) * Begin to understand the need for a uniform key. Use class agreed symbols * Follow a route on a map. * Use a plan view * Use an infant atlas to locate places. | * Children can use an atlas to describe where the UK is located, and name and locate its four countries and some counties, and locate Flamborough * Children can use a map to identify some countries in Europe. * Children can draw a simple sketch map of a known route * Use 4 compass points to follow instructions * Children can use letter and number coordinates to locate features on a map. * .Children know why a key is needed * Children knows that as scale on maps changes so does the detail included. * Children can use digital maps to identify familiar places. * Children can gather geographical information and present in graphs commensurate with their maths | * Children can use an atlas to locate the UK and locate some major urban areas, and locate Flamborough * Children can use a map or atlas to locate some countries and cities in Europe * Draw a map of an experienced route with the features in the correct order. * Children can make a map of a short route with features in the correct order and in the correct places. * Use 4 compass points to give follow and know the 8 points of the compass * Children are beginning to use four-figure grid references. * Children recognise and use some OS mapping symbols * Children can adeptly use large-scale maps. * Children can use the zoom function of a digital map to locate places around the world. * Children can gather geographical information and present in graphs commensurate with their maths | * Children can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America * Children can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. * Children can make a sketch map with symbols. * Use 8 compass points to give/follow instructions. * Children can use four-figure grid references confidently. * Children know that contours show height changes on OS maps * Children can use different layers to show the required information. * Children can gather geographical information and present in graphs commensurate with their maths | * Children can use physical and political maps to describe key physical and human characteristics of regions of North and South America. * Children can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. * Children draw matching maps from overheads pictures * Use 8 compass points confidently and accurately. * Children can use four- and find six-figure grid references. * Children can locate places and features using longitude and latitude. * Children can describe height and slope from a map. * Children can read and compare map scales * Children can explain which the most appropriate layers to use on a digital map are. * Children can gather geographical information and present in graphs commensurate with their maths |