

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
L o c a t i o n a l K n o w l e d g e	To know: The world has different places I can: Talk about places I have been or seen in photographs. Play with globes and maps to observe other places	To know: Globes and maps show locations. I can: Begin to notice and talk about places around the world.	To know: That a continent is a large area of land and an ocean is a large area of sea. The four countries of the UK and the seas around them. I can: Locate the UK, its four countries and surrounding seas on a map. Name and locate the seven continents. Locate hot and cold places on a world map. Find Billingham on a map of the UK.	To know: That London, Edinburgh, Cardiff and Belfast are the capital cities of the UK. Where the Equator and the North and South Poles are. Where Tanzania is in Africa and that it is near the Equator. The names of the five oceans. I can: Locate the UK's capital cities and London's landmarks on a map. Locate Tanzania, the Equator and the Poles on a world map, atlas and globe. Locate hot and cold places using the Equator and the Poles. Locate the five oceans on a world map and globe. Describe where Captain Cook travelled using continents and oceans.	To know: That the UK is split into countries, regions and counties. The names of European countries including Russia and Italy. That Europe has different environmental regions such as high mountains, Mediterranean coasts and northern forests. Key UK features such as the Pennines, the River Thames and the Jurassic Coast. I can: Use maps and atlases to locate UK cities and counties. Identify hills, mountains, rivers and coasts on a UK map. Locate Russia, other European countries, their capital cities and the Alps on a map. Use a globe to locate the continents and major deserts and rainforests. Locate the Nile, the Amazon and the Mississippi on a world map. Locate the Ring of Fire on a world map.	To know: The capitals of the USA, Canada, Mexico, Brazil and Argentina. That the USA is a North American country made up of 50 states. Key physical features of the USA such as the Rocky Mountains and the Mississippi River. That the Equator, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles are lines of latitude. That the Equator splits the Earth into the Northern and Southern Hemispheres. I can: Use atlases to locate countries, cities, states and physical features in the Americas. Locate climate zones and the Great Barrier Reef using the Equator and the Tropics. Locate invaders' home countries and capitals on a map of Europe.	To know: That lines of longitude run from pole to pole and that latitude and longitude are measured in degrees from the Equator (0°) and the Prime (Greenwich) Meridian (0°). Where the Amazon Rainforest is and the countries it covers. That time zones start at the Prime Meridian and change by one hour every 15 degrees. The names of major UK and world mountain ranges such as the Cairngorms, the Himalayas and the Andes. I can: Locate Egypt and its major cities and landmarks. Locate the world's rainforests and explain why most lie between the Tropics. Work out the time in different time zones. Locate major mountain ranges on UK and world maps.	To know: That a coordinate gives a place's latitude (north or south) then its longitude (east or west) and can be written in degrees or as a decimal. Where Mexico and ancient Mayan cities are. Where Barcelona and the region of Catalonia are in Spain. That UK regions differ in land use and economic activity. I can: Give the latitude and longitude of a place. Plot a journey using latitude and longitude coordinates. Locate the Chihuahuan Desert and the Yucatán Peninsula on a map of Mexico. Explain how the Arctic and Antarctic Circles define the polar regions. Compare land use in two UK regions.



P l a c e K n o w l e d g e	To know: Features of the immediate environment like school and playground. I can: Notice and name different features around me.	To know: Features vary in different environments. I can: Describe how one environment is different from another.	To know: That Billingham is a town with houses, shops, parks and factories. That the four countries of the UK have different features such as Snowdon and the Giant's Causeway. I can: Describe the shops and houses in Billingham Town Centre. Describe features of each UK country.	To know: The main human and physical features of London such as the River Thames. That the Transporter Bridge crosses the River Tees and links Middlesbrough and Port Clarence. That Arusha is a city in Tanzania at the foot of a volcano called Mount Meru. I can: Compare the human and physical features of Arusha and Billingham. Describe the weather and landscape of Arusha. Describe the human and physical features around the Transporter Bridge. Describe the jobs people do in Arusha. Describe a key feature of each UK capital city.	To know: That early people settled near water, high ground or good soil. That Billingham is in the North East region of England. The key human and physical features of the North East such as the River Tees, the Cleveland Hills and industry on Teesside. That people use the River Tees for work, travel and leisure. I can: Compare a major world river with the River Tees. Compare Roman and modern maps of Britain to find which towns and roads are still used. Describe how Billingham has changed using old and new maps. Use maps to find Bronze Age settlements near water or high ground.	To know: That the USA is about 40 times bigger than the UK and has many climate zones. That Britain's rivers, coasts and farmland attracted invaders. That Billingham grew quickly because of the chemical industry. I can: Describe similarities and differences between the USA and the UK and give reasons for some of them. Use place names to find where the Anglo-Saxons and Vikings settled.	To know: That the River Nile gave people water, fertile soil and transport. That the Amazon is the world's largest rainforest and home to many Indigenous peoples. That deforestation is cutting down forests for farming, wood and mining. That the Stockton and Darlington Railway opened in 1825 to carry coal to the River Tees for shipping. I can: Explain how the River Nile affects where people live in Egypt. Identify the source, tributaries and delta of the River Nile on a map. Describe how people in the Amazon live and use the land. Explain how the railway changed land use and settlements in the local area.	To know: That the Yucatán Peninsula is flat limestone land with rainforest, beaches and Mayan cities. That Arctic peoples such as the Inuit have adapted their way of life to the landscape. That Barcelona is a Mediterranean port city with hills, beaches and hot summers. I can: Explain similarities and differences between the Yucatán Peninsula and the North East. Compare the Arctic and the Antarctic. Evaluate similarities and differences between Barcelona and the North East.
--	--	---	--	--	--	---	--	--



Human and Physical Geography	To know: That weather affects the local environment. I can: Notice how the environment changes in different seasons.	To know: Natural and man-made features. Basic seasonal changes. I can: Name some natural and man-made features. Talk about weather changes throughout the year.	To know: That physical (natural) features include hills, rivers, forests, mountains, beaches and coasts. That human features (made by people) include houses, shops, factories, farms, villages, towns and cities. That the weather in the UK changes each day and with the seasons. That the weather is different in different parts of the world. I can: Sort the features of Billingham into human and physical. Observe and record the daily weather.	To know: That physical features include valleys, cliffs, soil and vegetation. That human features include ports, harbours and offices. That places near the Equator are hot all year and places near the Poles are cold all year. I can: Describe the weather in hot and cold places. Describe features such as Whitby harbour and the Tees valley.	To know: That the Earth's crust is made of moving tectonic plates. That most earthquakes and volcanoes happen where plates meet. That land has height and rivers flow downhill from their source to their mouth. That settlements can be hamlets, villages, towns or cities. Land use types such as residential, commercial, industrial, agricultural and recreational. I can: Describe what happens during an earthquake and a volcanic eruption. Identify the source and mouth of the River Tees on a map. Sort settlements by size from hamlet to city. Identify the different types of land use in a settlement.	To know: That weather changes each day and climate is the usual weather over many years. Where the main climate zones are in relation to the Equator and the Poles. That climate affects which biomes and vegetation belts are found in an area. That economic activity is the work people do to earn money, such as making, growing, selling or providing a service. That industry is a type of economic activity that changes land use. That Billingham's factories send products around the UK and the world. That climate change is the long-term warming of the Earth. That plastic waste, overfishing and warmer seas harm the oceans and the Great Barrier Reef. I can: Explain how distance from the Equator affects climate. Match climate zones to the biomes found in them. Suggest ways to protect the oceans.	To know: That the Earth spinning every 24 hours causes day and night. That fold mountains form when plates push together and volcanoes form from magma. That water evaporates, condenses, falls as rain and returns to the sea. That tropical rainforests are hot and wet all year and temperate ones are cooler. That energy comes from renewable and non-renewable sources. That burning fossil fuels releases gases that cause climate change. I can: Explain how different types of mountains form. Explain the stages of the water cycle. Compare tropical and temperate rainforests. Identify energy sources and where they are found. Explain the arguments for and against deforestation.	To know: That polar climates are cold and dry with long summer days and long winter nights. That climate change is melting polar ice and threatening wildlife. That UK factories made weapons and farms grew more food during the Second World War. That food, water and minerals are spread unevenly around the world. That countries depend on each other through trade. I can: Explain how human activity threatens wildlife on the Galápagos Islands. Use maps to show where the UK got food and materials during the Second World War. Use evidence to judge how sustainably natural resources are used.
------------------------------	--	---	--	---	--	---	--	---



Geography Progression of Knowledge and Skills

S k i l s A n d F i e l d w o r k	To know: Information can be collected by observing surroundings. I can: Take part in simple fieldwork such as taking photographs or noticing changes.	To know: Fieldwork helps us explore and record features. I can: Take photos, draw simple maps and collect basic information.	To know: Locational and directional language such as near, far, left and right. That North, South, East and West are the four compass points. That a tally chart shows how many times something is counted. I can: Draw a simple map of a place I know. Describe a route using left, right, near and far. Use the four compass points to give simple directions. Observe and record features in our school grounds and nearby streets. Collect data in a tally chart and present it in a simple chart.	To know: That aerial photos and plans show places from above. That maps use symbols and a key. I can: Use compass directions and words such as near, far, left and right to describe where features and routes are on a map. Identify landmarks and features on aerial photos and plans. Draw a map from an aerial photo using symbols and a key. Find a square on a simple letter and number grid. Carry out a simple enquiry using equipment and present and explain the data in a chart.	To know: That OS maps use standard symbols to show features. That a four-figure grid reference names one square on a map. That a geographical enquiry starts with a question and collects data to answer it. I can: Use digital maps to find and collect information about places. Use the four compass points, four-figure grid references and OS map symbols to find features. Draw a sketch map of the local area showing land use with a key. Help my class plan and carry out an enquiry using questionnaires and fieldwork. Measure the width and depth of a river and record the results in a table. Present data in a bar chart, explain it and say how well the fieldwork worked.	To know: That the eight compass points add North-East, South-East, South-West and North-West. That OS maps and aerial photos show land use such as industry, housing and green space. I can: Give four-figure grid references for features in Billingham on an OS map. Use old and new OS maps and aerial photos to explain how land use in Billingham has changed. Use the eight compass points to describe a route on an OS map. Suggest a question and choose equipment for an enquiry, then collect and record data in the local area in different ways. Use digital maps and satellite view to compare land use in different parts of Billingham. Present data in bar charts and time graphs and explain whether it answers the question.	To know: That a six-figure grid reference pinpoints a place inside a grid square. That contour lines join places of the same height. I can: Use six-figure grid references and the eight compass points together to describe exact locations and routes on an OS map. Use contour lines to find the height and steepness of land. Use a scale bar to measure distances on an OS map and check them on a digital map. Use digital maps to measure distances between cities. Annotate photos to answer questions about a place. Plan an enquiry in a group along the old railway route, compare findings with historical maps and explain how reliable the results are. Collect data along the old railway route and present it in tables and line graphs.	To know: That an enquiry needs a question, data, analysis and a conclusion. That geographical sources can be out of date or one-sided. I can: Plan an enquiry, choose the best methods and evaluate how well they worked. Use maps and aerial photos to judge a location. Compare maps, satellite images and photos to judge which is most accurate. Record observations in annotated field sketches. Give six-figure grid references for places on an OS map. Analyse data, choose the best graph including pie charts and present conclusions using maps and digital technology.
---	---	--	--	--	---	--	---	--

