

	Boroughbridge Primary School and Nursery Knowledge Progression for Geography		
	EYFS		
	Nursery	Reception	
	Children at the expected level of development will: *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-fictions texts and when appropriate maps. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including seasons.		
	EYFS sets the foundation for geography throughout the school. Enabling the children to discuss and make sense of the world around them. The use of books and reading is key, enabling the children to learn about similarities and differences, important changes and processes and understand the world around them and further away through ideas encountered in stories. Key topics in EYFS including ‘Where does my food come from?’, ‘How do I get around?’ and ‘Why are there so many leaves on the ground?’ enable the children to discuss changes and processes in the natural world and their world around them. Through stories and non-fiction texts the children are exposed to a variety of different environments and cultures from around the world.		
	Year 1/2 – 2025/26		
	Locational knowledge	Five finger facts	Vocabulary
	Locating and identify areas of the UK		
	I can name my street. I can locate the four countries of the United Kingdom on a map.	<ul style="list-style-type: none">• I know where I live and my local area.• I know streets have names.• I know the names of the 4 countries in the UK.• I know the capital city of England.• I can recognise the flags of the 4 countries in the United Kingdom.	Map Address London Local area – Boroughbridge United Kingdom
	Seasonal and daily weather patterns		
	Recap of prior learning only.	<ul style="list-style-type: none">• I know that the weather can change in each season.• I can track daily weather patterns.• I know I can use a thermometer to record daily temperature.• I can identify the weather symbols on a weather chart.• I know how weather effects different people.	Weather Climate Temperature Weather pattern Thermometer
	Identify the location of hot and cold areas of the world		

	<p>I can locate the equator on a map.</p> <p>I can locate the north and south poles on a map.</p>	<ul style="list-style-type: none"> • I know some of the more familiar weather symbols. • I know which animals live close to the equator, North Pole and South Pole. • I can describe how animals living in the North and South poles keep warm. • I know which clothes I would wear on hot or cold days. • I can explain why people tend to like hot places for their holiday. 	<p>Weather</p> <p>North Pole</p> <p>South Pole</p> <p>Equator</p> <p>Seasons</p>
	Year 1/2 – 2024/25		
	Locational knowledge	Five finger facts	Vocabulary
	Map Atlas skills, field work in school locality		
	<p>I can name my street.</p> <p>I can locate the capital cities of England, Ireland, Scotland and Wales on a map.</p> <p>I can locate England, Ireland, Scotland and Wales on a map.</p>	<ul style="list-style-type: none"> • Human features are made by people. • Physical features are natural. • Maps are used to find where places are. • A grid can be used on a map to help you find things. • A compass has the points North, East, South, West and they point in a particular direction. 	<p>Postcode</p> <p>City</p> <p>Human features</p> <p>Physical features</p> <p>Ocean</p>
	Where would you prefer to live: England or Kenya? - (Contrasting UK with non-EU country)		
	<p>I can locate the seven continents and five oceans on a map.</p> <p>I can locate the United Kingdom and Africa using a map/atlas/globe.</p>	<ul style="list-style-type: none"> • I know the world's seven continents and five oceans and can locate them. • I know where the United Kingdom and Africa are and can locate them using world maps, atlases and globes. • I can state the geographical similarities and differences of the UK and Kenya. • I know which animals would live in the wild in Kenya. 	<p>Continents</p> <p>Oceans</p> <p>Climate</p> <p>Similarities</p> <p>Differences</p>
	Why do we love to be beside the seaside? - (geographical vocabulary)		
	Recap of prior learning	<ul style="list-style-type: none"> • I can identify some physical features including: cliff and beach. • I can identify some human features including: lifeboats and lighthouse. • I can explain some of the advantages and disadvantages of living in a city or village. • I know what animals/creatures can be found in a rock pool. • I know what a lighthouse is for and why some seaside resorts have lifeboats. 	<p>Physical features</p> <p>Human features</p> <p>Seaside</p> <p>Coast</p> <p>Advantages</p> <p>Disadvantages</p>

	Year 3
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	Locational knowledge	Essential Knowledge	Vocabulary
	Physical and Human Geography – (key differences between living in the UK and a country in N/ S America Brazil)		
Year 3	<p>I can locate Brazil and England on a world map, atlas or globe.</p> <p>I can identify and locate the continents they are in.</p> <p>I can locate Manaus and Boroughbridge on a local map.</p>	<p>I know what physical and human features are.</p> <p>I know 3 human features of both Boroughbridge and Manaus.</p> <p>I know 3 physical features of both Boroughbridge and Manaus.</p> <p>I can describe the buildings in Boroughbridge and Manaus.</p> <p>I know 3 key facts about the lifestyle of both people in Boroughbridge and Manaus.</p> <p>I can state the key similarities and differences between Boroughbridge and Manaus and begin to describe them.</p> <p>I can locate and describe some human and physical characteristics of the UK.</p> <p>I can name and locate some major urban areas of the UK and locate Boroughbridge using locational terminology (north, south, east, west) and the names of nearby counties.</p>	<p>Manaus</p> <p>Brazil</p> <p>Boroughbridge</p> <p>England</p> <p>River Ure</p> <p>Negro River</p> <p>Physical features</p> <p>Human features</p> <p>Population</p> <p>Architecture</p> <p>Similarities</p> <p>Differences.</p>
	Why should the Rainforests matter to all of us? – (Physical Geography – a study of a region within N or S America)		

Year 3	<p>I can locate the rainforests and countries which have rainforests on a world map, atlas or globe.</p> <p>I can locate the Tropic of Capricorn, Tropic of Cancer and equator on a world map.</p>	<p>The rainforest is a dense forest, typically in tropical areas with heavy rainfall.</p> <p>The rainforests are located near the equator between the tropic of cancer and the tropic of Capricorn.</p> <p>The rainforest has four layers: Emergent – a few tall trees and animals like parrots, bats and insects. Canopy – crowded tree tops and animals like monkeys and sloths. Understory – short trees and shrubs like snakes and lizards. Forest Floor – covered by tree litter and roots and animals like tigers and tapir.</p> <p>The climate of a rainforest is hot, humid and wet. It has a wet and a dry season although it rains in most months.</p> <p>People who live in the rainforest are called indigenous tribes. I know 3 things about their lifestyle.</p> <p>The rainforest is under threat from deforestation which means chopping down trees. I can name 3 ways this effects the rainforest and 3 ways it is being protected.</p>	<p>Rainforests Climate Tropical Tropics Equator Forest floor Understory Canopy Emergent Habitat Deforestation Soil erosion Species Indigenous Tribes Biomes Vegetation</p>
	Geographical skills – mapwork and fieldwork		

Year 3	I can locate the UK on a map, describe its location and locate where I live.	I can locate the UK on a map, describe its location and locate where I live.	The United Kingdom Wales Scotland England Northern Island County North, east, south, west
	I can name and locate some major urban areas and locate Boroughbridge using locational terminology (north, south, east, west) and the names of nearby counties.	I can name and locate some major urban areas and locate Boroughbridge using locational terminology (north, south, east, west) and the names of nearby counties.	
	I can use a map or atlas to locate some countries and cities in Europe and South America including; Brazil, Manaus.	I can use a map or atlas to locate some countries and cities in Europe and South America including; Brazil, Manaus.	
		I can use an atlas to locate the UK and locate the key areas studied; locate where they live in the UK.	
		I can use the zoom function of a digital map to locate places.	
		I can make a simple scale plan of a room.	
		I can carry out fieldwork in a group in the local area selecting appropriate techniques.	
	Year 4		
	Locational knowledge	Essential Knowledge	Vocabulary
	Volcanoes, Earthquakes and Tsunamis		
Year 4	I can locate some key volcanoes on a world map.	I can explain how volcanoes are made.	Active volcano Dormant volcano Extinct volcano Magma Lava Earthquake Tectonic plates Fault lines Core Crust Mantle Tsunami
		I can describe what happens when a volcano erupts.	
		I can discuss a significant volcanic eruption from the past.	
		I can explain how countries and cities can prepare for earthquakes and tsunamis.	
		I can explain why some countries more likely to experience earthquakes.	
		I can describe the damage that earthquakes and tsunamis can cause.	
	Change in mountains and coasts		

Year 4	Locating different mountains and coastal areas on a map.	<p>I can locate and describe several physical environments in the UK, including coastal and mountain environments, and how they change.</p> <p>I can locate and describe some physical characteristics of the UK.</p> <p>I understand how a mountain region was formed.</p> <p>I can describe a mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>I can name and describe some of the processes associated with mountains.</p>	<p>Abrasion</p> <p>Erosion</p> <p>Cliff</p> <p>Beach</p> <p>Coastline</p> <p>Sea defences</p> <p>Alps</p> <p>Ben Nevis</p> <p>Elevation</p> <p>Mount Everest</p> <p>Igneous and metamorphic rock</p> <p>Peak/summit</p> <p>Volcano</p>
	Geographical skills – mapwork and fieldwork		
Year 4	Map skills and locational knowledge linking to a range of tasks including maps, atlases etc.	<p>I can identify a range of settlement sizes from a village to a city and describe the characteristics of these.</p> <p>I can describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images)</p> <p>I can use four-figure grid references.</p> <p>I can give direction instructions up to eight compass points.</p> <p>I can use an OS map of the local area to locate known places and identify human and physical features using the keys and symbols.</p> <p>I can make a map of a short route with features in the correct order and in the correct places.</p> <p>I can carry out fieldwork in a group in the local area selecting appropriate techniques.</p> <p>I can present information gathered in fieldwork using simple graphs.</p>	<p>Settlement</p> <p>Urban</p> <p>Rural</p> <p>Grid reference</p> <p>Compass points – N, S, E, W and NE, NW, SE, SW.</p> <p>Human</p> <p>Physical</p> <p>Symbols</p>
	Year 5		
	Locational knowledge	Essential Knowledge	Vocabulary

	Climate Change		
Year 5	<p>I can locate different countries on a map linking to carbon footprints.</p> <p>I can locate different habitats and describe the effect that climate change is having on them.</p>	<p>I know what is climate change is.</p> <p>I can explain the greenhouse effect.</p> <p>I can name and describe some causes of climate change.</p> <p>I can name and describe some impacts of climate change?.</p> <p>I can describe how climate change is affecting children's rights.</p> <p>I can describe how people are taking action to tackle climate change.</p>	<p>Climate</p> <p>Weather</p> <p>Greenhouse effect</p> <p>Carbon emissions</p> <p>Natural causes</p> <p>Human causes</p> <p>Greenhouse gas</p> <p>'Green' careers</p>
	Rural area of Spain and Yorkshire – (Similarities and differences between an area of the UK and a European Country)		
Year 5	<p>I can locate Spain and England on a world map, atlas or globe.</p> <p>I can identify and locate the continents they are in.</p> <p>I can locate areas of Spain and Yorkshire on a local map.</p>	<p>I can explain and give examples of physical and human features.</p> <p>I know 5 human features of both Yorkshire and a rural area of Spain.</p> <p>I know 5 physical features of both Yorkshire and a rural area of Spain.</p> <p>I can describe the buildings in Yorkshire and a rural area of Spain.</p> <p>I know 5 key facts about the lifestyle of both people in Yorkshire and a rural area of Spain.</p> <p>I can state the key similarities and differences between Yorkshire and a rural area of Spain. and describe them in detail.</p>	<p>Spain</p> <p>Yorkshire</p> <p>Boroughbridge</p> <p>England</p> <p>Physical features</p> <p>Human features</p> <p>Population</p> <p>Architecture</p> <p>Similarities</p> <p>Differences.</p>
	Geographical skills – mapwork and fieldwork		

Year 5	Map skills and locational knowledge linking to a range of tasks including maps, atlases etc.	I can name different land uses.	Land use Contours Relief Grid references Compass United Kingdom Commercial Residential Agricultural Recreational County
		I can find key places on a map and give a six-figure grid reference.	
		I can name the 8 compass directions and use these to direct a friend.	
		I can describe the difference between human and physical features.	
		I can give 3 examples of both human and physical features.	
		I can describe contours and relief.	
		I know the United Kingdom is broken down into England, Wales, Scotland, Northern Island. It is then broken down further by counties.	
		I can find key places on a map using clues.	
		I can draw a sketch map of my local area.	
	Year 6		
	Locational knowledge	Essential Knowledge	Vocabulary
	The Study of Rivers/The River Ure and Yorkshire – (UK region Study, Rivers and the water cycle)		

Year 6	<p>I can locate my local area on a map.</p> <p>I can locate rivers on a map and know the local river is the Ure.</p>	<p>I can recognise broad land-use patterns of the UK and locate the longest river in the UK and the local river.</p> <p>I can describe and understand key physical processes and the resulting landscape features linked to rivers.</p> <p>I can name and describe some of the processes associated with rivers (e.g. water erosion, transportation, deposition etc).</p> <p>I can understand and identify the features of the water cycle.</p> <p>I can use maps to locate local features of rivers.</p> <p>I can identify features of rivers and streams from source to sea.</p> <p>I can discuss the human impacts on floodplains and understand the importance of flood management systems.</p> <p>I can plan and carry out a fieldwork investigation in the local area using appropriate techniques.</p> <p>I can present information gathered in fieldwork using a range of graphs.</p>	<p>Banks</p> <p>Current</p> <p>Deposition</p> <p>Erosion</p> <p>Estuary</p> <p>Floodplain</p> <p>Meander</p> <p>Mouth</p> <p>Ox-bow lake</p> <p>River bed</p> <p>Sediment</p> <p>Transportation</p> <p>Tributary</p>
	Map work – the world and UK in-depth		

<p>Year 6</p>	<p>I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>I can locate cities, countries and regions of Europe and North and South America on a map, globe or atlas.</p> <p>I 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.</p>	<p>I can recognise broad land-use patterns of the UK. (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as their own categories such as waterfall, lake or city population).</p> <p>I can explain that products we use are imported as well as locally produced.</p> <p>I can use globes, world maps and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>I can use four-figure grid references and find six-figure grid references.</p> <p>I can use a map to describe height and slope of key areas.</p> <p>I can recognise, read and compare the difference in map scales.</p> <p>I can make sketch maps of areas using symbols, a key and a scale.</p> <p>I can use digital maps to investigate features of an area.</p>	<p>Land-use Imported Equator Lines of longitude and latitude Time zones Scales Tropics of cancer and Capricorn Urban Rural</p>
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