

Phillimore Community Primary School: Progression

EYFS: What will I know:	What skills will I need to have:
The World To know about similarities and differences in relation to places, objects, materials and living things: To know about aspects of their familiar world, such as the place where they live or the natural world. To develop an understanding of growth, decay and changes over time. To know about similarities and differences between themselves and others, and among families, communities and traditions	To be able to talk about the features of their own immediate environment and how environments might vary from one another. To talk about past and present events in their own lives and in the lives of family members. To talk about some of the things they have observed, such as plants, animals, natural and found objects To talk about why things happen and how things work. To show care and concern for living things and the environment.

What I will know	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Where do we live and what surrounds us? To know the name of our town (Darnall), city (Sheffield) and county (Yorkshire) To know and be able to find and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (FLAGS and key landmarks of London and Edinburgh) To know and be able to locate the North and South Poles. To be able to identify some hot and cold areas of the world. (see history – polar explorers) To know and be able to talk about geographical similarities and	What do we know about the United Kingdom ? To know the name of our town (Darnall), city (Sheffield) and county (Yorkshire). To understand that we live in the North of England. To know and be able to identify the four UK countries, capital cities and seas. <i>Flags and key landmarks of Wales, Cardiff and Belfast, N Ireland.</i> Name and locate the world's seven continents and five oceans. To locate the equator. To know the location of hot and cold areas of the world in relation to the equator and North and South Poles. To know and be able to talk about geographical similarities and differences between a small area of	What impact did earliest settlements have on the land over time? (Stone age and Iron Age). To name and locate some major cities in the UK and explain key topographical features within these. To include Sheffield, Bristol, Manchester. To be able to locate various European countries on a map and know some of their geographical similarities and differences. UK, Germany, France, Spain, Italy and Slovakia To know the primary rivers in Europe. To know the countries in Europe and the number. To know the physical and human characteristics of a local	What did the Romans and Egyptians do for us? Name and locate the countries of Europe and identify their main physical and human characteristics. Locate and name some key European mountains, cities, rivers from Europe including Italy and their importance over time To know and be able to label where the primary rivers in Europe are. To compare the population in the UK with the populations in Rome and Egypt. Know the physical features of rivers and to describe	Why do humans migrate. And what is the impact on land use? Name and locate the world's countries, focusing on North America, concentrating on environmental regions, key physical and human characteristics countries and major cities. (Sheffield/Pittsburgh. Steel Cities). Understand geographical similarities and differences by studying the physical and human geography of Pittsburgh and Sheffield including key topographical features (rivers in both places and their use in steel industry) and how the use of these features has changed over time. Describe and understand economic activity, trade links and the distribution of natural resources (steel industry – America/Sheffield trade links in steel)	How did the Victorians use geographical skills and knowledge to gain power? Name and locate the world's countries, focusing on South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities - such as Brazil and Peru Understand how physical Geography helped the Victorians shape and evolve trade routes during the rise of the British Empire. To describe and understand the progress and evolution of trade links during the rise of the British Empire. To describe economic activity and the distribution of natural resources including energy, minerals and water.

differences between a small area of Sheffield (Darnall) with contrasting areas. Identifying landmarks. (Moorlands/SEASIDE - Cleethorpes) To know and be able to identify the seasons and their common weather patterns. To know and able to talk about common daily weather patterns associated with the seasons. Study of weather in the UK over time (SCIENCE LINK) To know and be able to identify landmarks and human and natural features in the school playground/local area. To know what a map or globe, atlas or satellite	the UK (Sheffield) compared with a contrasting non-European country – India - City of Hyderabad and Madagascar To know and be able to identify the seasons and common weather. And to have basic knowledge of the Geographical reasons why we have seasons. (science link). To know and able to talk about common daily weather patterns associated with the seasons. Study of extreme weather – flooding. To know and be able to define the difference between weather and climate To be able to define the terms human and physical features and to identify human or natural features in different geographical locations studied. India and Madagascar.	area through a detailed fieldwork study of Cresswell Crag, the earliest human occupation in Sheffield (stone age settlement). To know how land use patterns have changed over time through a fieldwork study of land use and settlement at Cresswell Crag. To compare land use in Stone Age to the use of land in the Bronze and Iron Age. To compare land use as part of a local history study: WW2 and its impact on Darnall and Sheffield. To know and understand key aspects of natural disasters including the impact of the ice age on Cresswell Crag. To know and identify some of the geographical characteristics of the Arctic and Antarctic Circle. To compare and contrast land	and understand key aspects of the water cycle and vegetation belts around the Nile River. To understand how land use and the use of natural resources in Egypt and Rome changed over time. (How did the Egyptians use the Nile, how did To understand how land use and the use of natural resources in Egypt and Rome changed over time. To know and be able to talk about the similarities and differences between the human and physical Geography of the Nile in Egypt and waterways in Sheffield. Through a detailed study of Rome and Egypt's key topographical features to study how and why land	Understand geographical similarities and differences by studying physical and human geography in N America. (with reference to the Titanic migrants /The American Revolution/Our families who have migrated to Sheffield from home countries) To know and be able to describe key aspects of a biome in North America and the human impact on this biome. (oceanic/pollution (see fieldwork for local fieldwork on pollution) To locate the equator, Northern Hemisphere, Southern Hemisphere, The tropics of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones. To know the eight points of a compass, four and six-figure grid references, symbols and key and o.s maps to build their	To know and be able to describe key aspects of a South American biome – Rainforest and compare with other biomes around the world To identify and be able to explain the significance of the Northern Hemisphere, Southern Hemisphere, The tropics of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones. (related to travel/trade routes/the British Empire) To know the eight points of a compass, four and six-figure grid references, symbols and key and o.s maps to build their knowledge of the world with ref. to S. America.
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	image is for and why people use them in every day life. To be able to identify a key on a map and begin to understand what a key is for. To know and understand directional language. Near/far/left/right. To know what most land in cities/the countryside is used for. (comparing Sheffield with Moorlands/Cleethorpes) To know basic geographical vocabulary related to the study of Darnall/Cleethorpes/our local area. (see key words)	To know what a map or globe, atlas or satellite image is for and why geographers may use them to study the world. To know what a key on a map is for and how and why it supports locational knowledge. To know simple compass directions: North/South/East/West and understand the purpose of these. To know and be able to use an increasing number of directional words. To classify physical features of UK natural habitats - Forests, linked with history – Robin Hood. To build on basic geographical vocabulary related to the comparative study of India and the local area. (see key words)	use as part of a local history study: WW2 and its impact on Darnall and Sheffield. Building on Y1 (WW2 dig for victory 'greening the land') To know the eight points of a compass, four figure grid references and keys and o.s maps to build knowledge of a UK area.	use has changed over time. Eg. Comparing land use resulting from Nile flooding with human impact of flooding in Sheffield To know the eight points of a compass, four figure grid references, keys and o.s maps to build knowledge of a European area	knowledge of the world with ref. to N. America.	
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Geographical	Find the UK on a	Find the UK on a world	To find various countries on	To find various countries on		To find various countries on	To find various countries on
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Skills and Fieldwork	world map/Atlas/Globe. To Locate the countries and seas on a UK map. Find Sheffield on a map of the UK. Label the seas surrounding the UK on a map of the UK. To locate the North and South Poles and Antarctica on a map /Globe/Atlas. . Describe a route using simple directional language (computing links). Label compass points on a map of the UK North, South, East, West Observe and identify key landmarks from a map – local area and during fieldwork	map/Atlas/Globe. To locate countries, seas and the UK capital cities on a map. To be able to summarise the Geographical location of the UK. Find Sheffield on a map of the UK and the county of Yorkshire. Locate the five oceans and seven continents on a map. Explaining the method of finding them using an Atlas. To locate the North and South Poles and Antarctica on a map/Globe/Atlas and to be able to explain the method of finding them on an Atlas. Label compass points – North, South, East, West and use these to help find countries and places to the North, South, East and West of the UK. . Locate the equator on a map. Find and cold areas	a map/Globe/Atlas/Computer and compare and contrast their geographical features with reference to mountains, hills and rivers in the UK. To use and be able to label lines on a diagram of the Earth. To locate the Prime Meridian and label its longitude. To locate European countries on a map. To be able to ask and answer geographical questions about the human and physical characteristics of Cresswell Crag/CITIES TBC>	a map/Globe/Atlas/Comptuer and compare and contrast their geographical features with reference to rivers, mountains and cities in Europe. To use fieldwork to observe and record human and physical features in European areas studied using practical methods including sketch pads, plans, graphs and digital technology. To be able to apply map techniques to describe locations including capital cities of the UK and some European Capital Cities. To be able to relate the prime meridian to time zones. To locate Europe and North America on a map. PRACTICAL FIELDWORK To use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps)		a map/Globe/Atlas/Comptuer and compare and contrast their geographical features with reference to cities in North America and UK. PRACTICAL FIELDWORK To use fieldwork to observe and record human and physical features in North America and the UK areas studied using practical methods including sketch pads, plans, graphs and digital technology. To use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) IN THE CONTEXT OF XXXX (applying the skills to build knowledge of North America compared with the UK)	a map/Globe/Atlas/Comptuer and compare and contrast their geographical features with reference to cities in North America and UK. PRACTICAL FIELDWORK To use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) IN THE CONTEXT OF XXX
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	visit. To use observational skills to label the human and physical features within a map of the playground. Use basic fieldwork to study and make a map of the school playground including key landmarks. Create maps including key landmarks from stories eg. Little Pigs, Dogger. Create maps including key landmarks from stories eg. Little Pigs, Dogger. Label human and physical features and landmarks within a map of the playground. Begin to identify differences between hot and cold climates.	on a map, using reasoning/prior knowledge to work out which areas of the world may be hot or cold. Observe and identify key landmarks/human/physical features on a map or plan of a place in India. To use fieldwork and create maps with a key, devising own symbols for different geographical areas. Eg. forest, woodland, scrubland. (related to a route through Sherwood Forest). Create a practical route for a school child using a map, linked to study of a specific area of India taking into account physical features. Identify and label human and physical features relating to an area of India. PRACTICAL FIELDWORK To use fieldwork and create maps with a key, devising own symbols for different geographical	PRACTICAL FIELDWORK To know how land use patterns have changed over time through a fieldwork study of land use and settlement at Cresswell Crag. To use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) applying skills to build knowledge of diverse areas of the United Kingdom To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	applying skills to build knowledge of areas of Europe studied compared with the UK. IN THE CONTEXT OF XXXX Waterways of the Nile compared with waterways of Sheffield To use fieldwork to observe and record human and physical features in UK and compare with European areas studied using practical methods including sketch pads, plans, graphs and digital technology.			
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	PRACTICAL FIELDWORK Follow a map - of the school playground identifying key landmarks To use simple fieldwork and observational skills to Label human and physical features and landmarks in the playground, to read maps, follow maps and make maps of the school grounds. Shared map making of roads around school in A1 following walk around local area to identify human and physical features in Darnall) (linked with art – group collage). Make and follow a map during fieldwork visit to Conisburgh Castle.	areas/natural features. Eg. forest, woodland, scrubland. (related to a route through Sherwood Forest). Or in Darnall. (covid prevented Sherwood Trip).						
Essential key	.				,			

words See key words document per year group.						
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