The progression grid outlines the specific knowledge and skills which pupils are expected to learn, along with the specific vocabulary, which supports this understanding.

EYFS
ELG Understanding the world

- I can talk about my immediate environment, for example my home.
- I know about different types of houses.
- I know I come from Newton Aycliffe.
- I know Newton Aycliffe is a large town.
- I know some things have been manmade.
- I know some things have grown from the ground.
- I know about recycling.
- I can compare Newton Aycliffe to another location.

Vocabulary
Town, people, building, house, flat, bungalow, window, door, roof, fence, gate, chimney, brick, wall, garden, road, path, curb, field, tree, hedge, bush, traffic lights, police station, fire station, town centre, lamp post, shops, café, man-made, busy, quiet, industrial estate, flower bed, pets, map, church, pub, street, address, home, town clock, post office, restaurant, zebra crossing, sign posts, roundabout, post box, bench, woods, boating lake, burn.

	Place and location knowledge	Physical geography	Human geography	Map and Field work	Vocabulary
Year One	• I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding areas. • I know where the Equator, North Pole and South Pole are on a map.	• I know seasonal and daily weather patterns in the United Kingdom and I can explain how the weather changes with each season. • I know location of hot and cold areas of the world in relation to the equator and the North and South poles.	• I can express opinions about the seasons and relate the changes to changes in clothing and activities. • I know basic geographical vocabulary key to human features. e.g. city, town, village, factory, farm, house, office,	• I can use simple compass directions (North and South). • I can use directional language (near and far) to describe the location of features and routes on maps. • I know how to look at aerial maps and make	city, equator, north pole , south pole, desert, weather , temperature, city, town, village, factory, farm, house, office, shop , port, harbour, forest, hill, sea, ocean , map, survey **transferable** country/ies, near, far, habitat, territory, migration, burrow,

		• I can explain the similarities and differences between the features of a hot and cold place. • I know key vocabulary relating to physical features. e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	port, harbour and shop.	comments about what I can see. • I can look at a simple map of the local area and identify the things I know and have seen. • I know how to devise a simple map. • I know how to draw simple features. • I know how to make basic observations. • I can draw pictures of the weather at different times of the year. • I know how to carry out a small survey relating to my local area or the school grounds. *Local study- investigate school grounds- map work.*	season, spring, summer, autumn, winter , snow, wind, cloudy, sunny , rain , soil, local, key , features, record, aerial

| Year Two | • I can find out where I live on a map of the UK.
• I know the name, locations and a landmark of the four countries and capital cities in the United Kingdom and surrounding areas.
• I know and can locate the world's seven continents and five oceans.
• I know where the equator, the North and South poles are on globe or an atlas.
• I can find out about a contrasting locality in a non-European country by using different sources of evidence. | • I know key vocabulary relating to physical features. e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
• I know the similarities and differences through studying physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country. | • I know basic geographical vocabulary key to human features. e.g. city, town, village, factory, farm, house, office, port, harbour and shop.
• I know the similarities and differences through studying human geography of a small area of the United Kingdom and a small area in a contrasting non-European country. | • I can use simple compass directions (North, South, East and West).
• I can use directional language (near and far, left and right) to describe the location of features and routes on maps.
• I know how to make observations and comments about an aerial map.
• I know how to devise a simple map.
• I know how to use and create a basic key.
• I can find out about Newton Aycliffe by using different sources of evidence.
• I know how to use pro-forma to collect data e.g. tally survey | Europe, equator, factory, shop, mountain, soil, south and north pole, beach , Britain, ocean, hill, office, cliff, hill, port, valley, house, village, east, west, weather, river, season, vegetation

Transferable
near, far, left, right, features, record, survey, aerial |

				• I know how to add labels to my drawings. • I know the features of my house and can name them. ***Local Study- comparison of the town centre and the Burn.***	
Year Three	• I know the county within which I live and can locate it. • I know what a peninsula is and can identify one. • I know capital cities and can locate British cities Newcastle, Leeds, Manchester, Liverpool and Birmingham. • I know where France, Greece, Spain, Germany and Italy are in Europe and can locate them on a map, including their capital cities. • I can locate places in the world where volcanoes occur.	• I can describe how a volcano is created. • I know the causes of volcanoes and the process that occurs before a volcano erupts. • I can ask and answer questions about the effects of volcanoes. • I can discuss how volcanoes affect the physical environment. • I can describe how an earthquake is caused. • I can explain why the Mediterranean is	• I know about some changes in my local area in relation to economic activity- industry. • I can identify the change in land use. • I can discuss how volcanoes affect human life. • I can compare the life of a person living in the Mediterranean to my own life living in the UK.	• I know how to use a simple database to present findings from fieldwork • I know how to annotate a picture. • I know how to draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction • I know how to read basic features using a key on a range of maps,	<u>Local area</u> Derelict, Redevelopment, Transport, Costs and benefits, Land use, Settlement, Route, Residential, Commercial, Recreation, Public services, Trend, Amenities, Positive, Negative, industry, prefabricated buildings, modern, factory, industrial estate, manufacture, ROF, pit village

		a popular holiday destination relation to physical features.	including political maps.

Local Study- compare the town with the types of industry (past and modern). | Earthquakes
 Volcano, Evacuation, Infrastructure, Transport, Flood, Search and rescue, Magnitude, Richter scale, Distribution, Tsunami, Plate, Inner core, Outer core, Mantle, Crust, Homeless, Refugees, Wealth, Eruption, Magma, Lava, Rock, Dormant, Extinct, Cone, Vent, Gas, Cloud, Chamber.

Mediterranean
Peninsula, Satellite, Endangered, Conservation, Preservation, Life cycle, Hazard, Pollution, Conflict, Weather, Climate, Temperature, Theme park, Tourist, Leisure, Recreation, Scale, Distance, Political map, |

					Island, Ice sheet, Population density. <u>General knowledge</u> Continent, Europe, Country, Location, County. Peninsula, British Isles , Compass / compass points, Climate, Environment, Map , Atlas, Globe, Valley, Nation, Observation, Explanation, Annotate, Direction , Equator
Year Four	• I know the counties of Northumberland, Teesside, Durham and Tyne and Wear and can locate some of them. • I know major British rivers (Tees, Tyne, Wear and Thames) and can locate them on a map. • I can name at least 12 countries in Europe (six of which are known from Year 3). The other six to include, Turkey, Russia and Poland. I can locate	• I know the features of rivers, for example source, mouth, tributary, stream, meander. • I can explain the physical aspects of water cycle and why it is important. • I can research and discuss how water affects the environment and environmental change.	• I can begin to compare how river use has changed over time and research the impact on trade in history. • I can research and discuss how water affects settlement, land use and sustainability. • I can identify how people affect their environment, including school, local community	• I know how to ask geographical questions • I know how to record findings from fieldtrips, for example to High Force and Low Force. • I know how to annotate a picture and locate it on a map. • I know how to use simple four grid references on maps.	<u>Megacity</u> Urban, Rural, Human, Physical, Population, River, Canal, Favela, Pampas , Culture, Architecture, Pollution, parliament <u>Rivers</u> Source, Mouth, Meander, Stream, Erosion, Settlement, Habitat, Ecosystem, Water cycle, Evaporation, Precipitation,

them on a map, including their capital cities. • I know the Northern and Southern hemisphere.	• I know about the physical features of a city.	and wider community. • I can identify how people show sustainability in their environment, including school, local community and wider community. • I know about types of settlements and land use. • I know about aspect of human geography, such as leisure.	• I know that different types of maps have different uses e.g political and topographical maps. • I can make field notes/observational notes about land features. • I can accurately measure and collect information. *Local Study- compare the Burn to the River Tees.*	Condensation, Estuary, confluence <u>Sustainability</u> Sustainable, Unsustainable, Reusable, Recycle, Greenhouse effect/gas, Fossil fuels, Global forming, Solar, Pollution, Rechargeable, turbine
Year Five	• I know where the counties of Suffolk, Norfolk, Essex and Sussex are in England and can locate some of them (History link- Vikings). • I can locate at least four main countries in South America and locate and name principal cities • I know and can locate the North and South	• I know different climate zones and the effect they can have on vegetation and land. • I know what deforestation is and the physical effects. • I can compare key aspects of physical geography in relation to industry past (coal mining)	• I know about economic activity and trade. • I can identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. • I can discover where food comes from.	• I know how to select appropriate ways to record and present data. • I know how to annotate sketches to explain processes and patterns. • I know how to use an eight-point compass and six	<u>Economic and trade</u> settlement, industry resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, coal mining, efficiency, energy, conservation, carbon

	poles, equator, tropics and hemispheres. • I know what longitude and latitude are and can identify them. • I can identify five different energy sources, for example Nuclear Power station at Hartlepool. I can locate the Prime/Greenwich Meridian and time zones (including day and night).	and present (modern industry).	• I know what deforestation is and the affects on living organisms. • I know the distribution of natural resources focussing on renewable energy (links to coal mining from the past and modern industry). • I can compare key aspects of human geography in relation to industry past and present. • I know the distribution of natural resources, for example coal.	grid references on a map. • I know different types of maps have different uses. e.g. political maps, physical, climate map or topographic. • I can use symbols and keys on maps, including Ordnance Survey maps). *Local Study- compare industry in Newton Aycliffe to coal mining in Durham.*	footprint, tourism, positive, negative, economic, social, environmental, nuclear. Fair trade Merchant, Transport, Manufacture, Commodities, Silk road, Silk worm, Mulberry, Cocoon, Larvae, Factory, Basin, Desert, Depression, Profit, Trade, Trade route, Container, Import, Export, Plantation, Wholesaler, Shipping, Port, Dock Rainforest Shrubs, Canopy layer, Deforestation, Tropical, Climate, Leaf canopy, Forest floor, Emergent floor, Timber, Temperate, Species, Oxygen, Carbon dioxide, Understory layer, Decay, Logging, Eco-system, Rainfall, Rainforest.

Year Six	• I can locate Teesport and Port of Tyne. • I can locate the Port of Southampton, Port of Liverpool and Port of London. • I can locate two mountain ranges within the UK and two different mountain ranges within the world. • I can use maps to identify different climate zones around the world. • I know the tropics of Cancer and Capricorn, Arctic and Antarctic circle. • I can explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.	• I know biomes and vegetation belts. • I can discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.	• I know different types of settlements and land use. • I know different climate zones and the affect they can have on people. • I know the economic activity including trade links in relation to local ports.	• I know how to evaluate the quality of my data and suggest improvements. • I know how to annotate sketches to explain processes and patterns. • I know how to use an eight-point compass. • I can use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. • I know how to use an eight-point compass. • I know different types of maps have different uses and which one to use when. e.g. political maps, ordnance	<u>Climate change</u> Life Expectancy, Draught, Climate zones, Tropical, Natural Disaster, Settlement, Hazard, Erosion, Tourists, Commuter, Transport, Resident <u>Mountains</u> Mountain Range, Himalaya, Andes, Rockies, Alps, Fold mountains, Summit, Peak, Erosion, Precipitation, Ordinance survey, Reservoir , Dome, Plateau <u>Economic and trade</u> settlement, resources, services, goods, sector, shipping, vessel, dock, transatlantic, shipping, electricity, supply, generation, import, importer, export,

| | | | | surveys, physical, climate map or topographic.
• I can use symbols and keys on maps, including Ordnance Survey maps).
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Local Study
Ports and town (trade community to international trade). | exporter, trade, efficiency, conservation, carbon footprint, renewable biomass, fuel, tourism, positive, negative, economic, social, environmental.

<u>General knowledge</u>
Data base, Eight-point compass, Four and six-point grid references, Political, Ordinance surveys, Physical maps, Climate maps, Topographic maps |