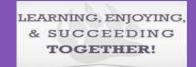


Bearwood Primary and Nursery School

Geography Knowledge Progression

'Learning, Enjoying and Succeeding Together'



Geography Context: National

Curriculum

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people. resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National Curriculum KS1

Locational knowledge

- *Name and locate the world's seven continents and five oceans
- *Name, locate and identify characteristics of the four countries and capital cities of the
- *United Kingdom and its surrounding seas

Place knowledge

*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- *Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- *Use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this KS *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

National Curriculum KS2

Locational knowledge

- *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge
- *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- *Describe and understand key aspects of:
- *Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- *Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- *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.

EYFS Y1 Y2 Y3 Y4 Y5 Y6

Concepts		YR	Y1	Y2	Y3	Y4	Y5	Y6
Locational	PLACE	To make sense	Name and locate the	Locate UK within the	Name and locate	Identify where	Name and locate	Name and locate
and place		of their physical	four countries of the	world.	the <mark>counties of</mark>	countries are	counties and key	counties in North
knowledge		world and their	United Kingdom and		the United	within <mark>Europe,</mark>	cities in South	America(using
Kilowieuge		community by	capital cities. identify	Identify the key	Kingdom. Name	including Italy	America (using	maps and
		exploring,	the characteristics and	characteristics of	and locate	and Russia.	maps).	globes).
		observing and	physical <mark>features of the</mark>	Bournemouth.	geographical	Identify the		
		finding out	four countries of the	Name, describe and	regions of the UK	physical	Identify	Recap naming
		about people,	United Kingdom	compare <mark>familiar</mark>	and their	characteristics	environmental	and locating
		places,		places. Human and	identifying	and key	regions, key	countries,
		technology and		physical features of	characteristics	topographical	human and	continents,
		the		Bournemouth.	Name and locate	features of the	physical	oceans, equator,
		environment.			topographical	countries within	characteristics,	latitude,
			Name and locate the		features and land	Europe.	and major cities.	longitude,
		Talk about the	seas surrounding the	Name and locate the	<mark>use patterns</mark> in			hemispheres,
	CONTINENTS	features of	United Kingdom	7 continents.	regions of the	Recap 7	Also identify	Northern/Southe
		where they live			UK.	continents and 5	position and	rn Tropic, Prime
		(their own				oceans (warm-up	significance of:	Meridian, time
		immediate		Locate and name the		activity).	Prime/Greenwich	zones.
		environment.		5 oceans.			Meridian and	
	SEAS	Home/Bearwoo					time zones,	
	<u> </u>	d school).	Understand the	Location of hot and		Identify the	including day and	
			similarities and	cold areas of the		position and	night.	
		Knows that 4	differences between	world in relation to		significance of		
		countries make	their home and capital	the Equator and the		the Equator,		
		up the UK and	cities in the United	North and South		Northern		
		can name at	Kingdom (other areas	Poles.		hemisphere,		
		least one	of the UK).			Southern		
	GLOBAL	country (Build	,			hemisphere,		
	POSITION	up to Year 1)				Tropic of Cancer,	Understand	
	POSITION					Tropic of	geographical	
						Capricorn, Arctic	similarities and	
		Understand				Circle and	differences	Understand
	CINALI ADTICC	similarities and				Antarctic Circle.	through studying	geographical
	SIMILARTIES AND	differences in				Geographical	the human and	similarities and

places. Understand geographical geographical similarities and differences in relation to the places people live Understand geographical geography of a region of South America. physical geography of a region of South America. physical geography of geography of geography of a region of South America. America. America. America. America. America. America. America.	raphy of a on of North
Understand similarities and differences in relation to the places people live geography of Bournemouth and a geographical through studying the human and the human and physical geographical through studying the human through studying the human of weather and climate. Understand geographical through studying the human and physical geography of Bournemouth and a geographical through studying the human and physical geographical through studying the human and physical geography of Bournemouth and a geographical through studying the human and physical geography of Bournemouth and a geographical	numan and ical graphy of a on of North
similarities and differences in relation to the places people live geography of Bournemouth and a similarities and differences through similarities and differences through physical effects geographical the human and physical physical effects of weather and climate. America. physical geography of geography of geography of geographical	ical graphy of a on of North
differences in relation to the places people live geography of Bournemouth and a geographical ge	raphy of a on of North
relation to the places people live studying the human and physical geography of Bournemouth and a geographical regio	on of North
places people live and physical climate. Amer geography of Understand geographical geographical	
live geography of Bournemouth and a geographical	rica.
Bournemouth and a geographical	
Can identify non-European area, similarities and	
similarities and Kenya. differences	
differences through studying	l
between the human and	ļ
human and physical	
physical geography of a	
region of Europe.	
	ore <mark>how</mark>
I DIIVOLGI I INADE I	e links have
geography make features between 2 features between 2 the origins of between UK and chan	iged over
environments localities. In the interest of th	to <mark>ensure</mark>
	<mark>ainabi</mark> lity and
one another. Use basic geographical difference is across the UK. across Europe. Understand be et	<mark>thical.</mark>
vocabulary to identify between human and geographical	
Briefly explain features including: physical features. Understand Understand similarities and Understand	erstand
SIMILARITIES the difference beach, sea, river, hill, geographical geographical geographical differences geographical diff	<mark>graphical</mark>
between forest, soil, city, farm, Use basic similarities and similarities and through studying similarities	arities and
AND human and house, office, shop and geographical differences differences the human and differences	rences
DIFERENCES physical factory vocabulary to refer through studying through studying physical through	ugh studying
to: the <mark>human and the human and geography of a the h</mark>	numan and
 Physical features, physical physical physical physical 	<mark>ical</mark>
including: coast, geography of a geography of a geography of a	graphy of a
	on of North
pasture, vegetation United Kingdom. Know about Amer	<mark>rica.</mark>
and mountain changes to the	
• Human features, Describe the Describe the world	

	ENVIRONMENTAL	1	T	to almost a succession	to a section of			
				including: town,	impact humans	impact on people	environments	
	<mark>IMPACT</mark>	Recycling		village, farm,	<mark>can have on the</mark>	of the <mark>world's</mark>	over time.	
				agriculture,	environment.	changing climate.		
				horticulture, port			Understand why	
				and harbour.	Understand the	Understand and	<mark>people seek,</mark>	
					origin and	describe key	manage and	Understand and
					features of	aspects of	sustain their	describe key
	SIGNIFICANT				mountains	volcanoes and	environment.	aspects of rivers.
	PHYSICAL					earthquakes.		
	FEATURES						Understand how	Know how rivers
							humans affect the	erode, transport
							environment over	and deposit
							time.	materials.
							Understand key	Know about the
							aspects of biomes	physical features
							and vegetation	of <mark>coasts</mark> and
							belts.	begin to
							ocito.	understand
								erosion and
								deposition.
Cattlanaant		Understand	Understand key human	Understand key	Explain how land	Discuss land use	Draw conclusions	Understand what
Settlement		what land is	features- land is used	human features-	use in a	in biomes across	and develop	land is used for in
and Land								
Use		used for in their	for different purposes.	land is used for	particular area	the globe and	informed reasons	their immediate
		immediate		different purposes.	has changed	draw conclusions	for the changes in	environment of
		environment.			throughout	about the	settlement	coastal location
					history.	reasons for this	populations with	including
						based on the	relation to land	economic activity
					Explain the effect	human	use and trade.	including trade
					human	inhabitants and		links, and the
					settlement is	changing needs.		distribution of
					having on the			natural
					world's climate			resources.
L	l .	L	1	1	l	1	l	

Weather	PATTERNS	Describe the	Describe seasonal	Gather data and	Explain about	Explore weather	Understand about	Understand
and Climate		weather in their	weather changes.	compare.	weather patterns	patterns around	weather patterns	about <mark>weather</mark>
and chimate		immediate			around the UK.	parts of Europe.	in South America	patterns in North
		environment.	Identify seasonal and				and relate these	America and
			daily weather patterns				to climate zones.	relate these to
			in the four countries of		How weather	How weather		climate zones.
			the United Kingdom.		effects food	and the climate		
	WATER CYCLE				production	of a region		Understand how
	WATER CICEL					effects food		weather and
					How weather	production		climate affects
					affects regional			world trade in
					food produce	Understand and		produce
	CLIMATE					describe <mark>the</mark>		
	ZONES				How weather	water cycle and		How the climate
					differs and	its impact on the		of a region
					changes in	weather.		affects imports
					mountain			and exports.
					environments	Recap the		
						location of hot		
						and cold areas of		
						the world in		
						relation to the		
						Equator and the		
						North and South		
						Poles (warm-up		
						activity) and how		
						climates changes		
						across climate zones.		
						zones.		
Mapping	MAKE	Use a <mark>simple</mark>	Make a <mark>simple plan</mark> of		Make a more	Make a <mark>simple</mark>	Sketch a map of	Make a detailed
		plan to	the school grounds.		detailed aerial	map on a grid of	an area using OS	sketch map of an
		understand the			plan/map	a route using a	symbols and a	area of study
		location of	Make a <mark>simple plan</mark> of <mark>a</mark>			key with standard	key.	
		different	known area with a		Use maps and	symbols.		

	features	simple key.	Use an <mark>atlas</mark> , map or	digital/computer			
MAPS			ariel photograph to	mapping to	Make simple		Use an OS map to
IVII U		Use a simple	locate the countries	locate and	climatic maps	Use an <mark>OS Map to</mark>	navigate on an
	Can use a map	map/aerial photograph	of the United	describe features		follow a route	orienteering
	to locate	to move around the	Kingdom.	studied.			exercise
	objects in 'real	school and the grounds					
	life.'				Use and interpret		Use and interpret
					maps, globes,	Use and interpret	maps, globes,
					atlases and	maps, globes,	atlases and
	Use and discuss	Understand why maps			digital/computer	atlases and	digital/computer
	PHOTOGRAPHS	need a key.		Use and interpret	mapping to	digital/computer	mapping to
	and ariel	need a key.		maps and atlases	locate countries	mapping to locate	locate countries
	photographs			of the United	and key features	countries and key	and key features
	photographs	Use and construct basic		Kingdom to	in Europe	features in South	in North America.
		symbols in a key		identify cities and	in Europe	America.	in North America.
		symbols in a key		counties.		America.	
KEYS				Understand the			
I KE13							
		Use own key symbols		keys and symbols			
		to identify features on		of an OS map			
GRID		their own maps					
REFERENCES				Use <mark>4 figure grid</mark>			
KLI LKLINCLS				references		Use <mark>lines of</mark>	
					Use <mark>6 figure grid</mark>	longitude and	
			Use simple	I know that the	references to	<mark>latitude</mark> to	
COMPASS		Use simple	•	geographical	locate landmarks	describe locations	Use <mark>lines of</mark>
			compass	regions are	on an OS map.	in South America.	longitude and
POINTS		compass directions	directions and	London, the North			latitude to
		and locational and	locational and	East, North West,			describe
		directional	directional	Yorkshire, East			locations in
		language to		Midlands, West Midlands, South			North America.
			language to	East, East of			Worth / whence.
		describe the	describe the	England and the			
		location of	location of				
		features and	features and	South West.			
		routes on a map.					
		routes on a map.	routes on a map.				

		(NESW)	(NESW)				
Types of	Aerial photographs	Aerial photographs.	Political map	OS Maps- 4-figure	OS Maps- 6 figure grid	Digital map:	Political map
			(Capital cities of the UK,	grid reference.	reference.	Time zones	(North America,
map		Political map	Collins Primary p.19)			(World human	Oxford Junior p.50)
		(Countries of the UK, Collins		Digital map:	Digital map:	geography overlay-	
(Suggestions		First p.8)	Population map	Counties of the UK	Volcanoes and	time zones)	Roads and railways
		(Seas around the UK, Collins	(Capital cities of the UK,	(using GB overlay-	earthquakes		map
in italics)		Primary p.19)	Oxford Junior p.30)	boundaries)	(using volcano and	Digital map:	(Trade links, Oxford
				Delitical area	tectonic plates World	Biomes	Junior p.34)
			Continents and oceans	Political map	overlay- physical	(World physical	Banka and discounts
			map	(Countries and capital	geography)	geography overlay-	Ports and airports
			(Continents and oceans of the world, Collins First	cities of Europe, Oxford Junior p.38 OR	Political map	WWF World biomes)	map (Trade links, Oxford
			p.26-27)	Collins Primary p.16)	(Countries and capital	Political map	Junior, p.66-67)
			p.26-27)	Comins Finnary p.10)	cities of Europe,	(South America,	Julior, p. 66-67)
			Heat map	Topographic map	Oxford Junior p.38 OR	Oxford Junior p.52)	
			(Hot and cold areas, North	(Mountains, Oxford	Collins Primary p.16)	Oxjora Junior p.32)	Land height and river
			and South Pole, Collins	Junior p16-17 OR	Common minut y prizo,	Climate map	map
			First p.30-31)	Collins Primary p.21)	Land use map	(World climate, Oxford	(Rivers, Oxford Junior
			7 mst p.30 31)	, commo / / / / / / / / / / / / / / / / / /	(Settlement, Oxford	Junior p.58-59)	p.40 (Europe), 56-57
			Tourist maps	Farming map	Junior p. 31)	Jumer piece esy	(World))
			(Printed, capital cities of	(Types of land use in		Environmental region	(**************************************
			the UK)	the UK, Oxford Junior	Energy map	map	Digital map:
			,	p.31)	(Oxford Junior p.33)	(Oxford Junior p.60-	Rivers
				. ,		61)	(using Key: water
					Ports and airports	,	features (use for parts
					map	Digital map:	of river, tributaries,
					(Trade links, Oxford	Population density	etc.))
					Junior p.35)	overlay	
						(World human	Digital map:
						geography. Use slider	Population density
						for transparency to	overlay
						see countries)	(world human
							geography. Use slider
						Digital map:	for transparency to
						Longitude and latitude	see countries.)
						grid	
							Digital map:
							Longitude and
							latitude grid

Fieldwork	OBSERVE	Observe their	Observe the geography	Observe changes	Make systematic			Use fieldwork to
skills		<u>immediate</u>	of school and its	over time.	and careful			observe,
		environment.	grounds closely using		observations.			<mark>measure</mark> , <mark>record</mark>
			simple equipment such				<mark>Take</mark>	and <mark>present</mark>
			as hand lenses and egg	Begin to select	Use a range of		measurements,	information/the
	USE OF		timers.	equipment from a	equipment,		using a range of	human and
	EQUIPMENT			limited range.	including		scientific/geograp	physical features
					thermometers	Take repeat	hic equipment <mark>,</mark>	in an area using a
				Make increasingly	and data loggers.	<mark>readings</mark> .	with increasing	range of
				<mark>accurate</mark>	Take accurate		<mark>accuracy and</mark>	methods,
			Gather and record data	measurements.	<mark>measure ments</mark>	Gather, record,	precision, taking	including
	GATHER AND		to help in answering		<mark>(where</mark>	<mark>classify</mark> in a	repeat readings	sketching maps,
	RECORD	Make links and	questions.	Create tables and	<mark>appropriate)</mark>	variety of ways	<mark>when</mark>	plans and graphs
		notice patterns		charts to classify	using standard	to help in	<mark>appropriate</mark> .	and using digital
		in their	Present data in	data.	<mark>units.</mark>	answering		technologies.
	DDECENT	experience.	pictograms		Gather, record,	refined	Use PowerPoint	<mark>Take</mark>
	PRESENT			Present data in	classify	questions.	or similar	measurements,
				pictograms and bar	information in a	Present findings	software to share	using a range of
				<mark>charts</mark>	variety of ways	in a short, written	findings in a short	scientific
					to help in	report	presentation	equipment, with
					answering			increasing .
					questions.			accuracy and
					Present findings			precision, taking
					in a variety of			repeat readings
					tables, charts			when appropriate
					and graphs.			and explain the
								need for these.
								Present findings
								using evidence to
								back up your conclusions/hypo
								theses.
								ineses.

^{*}Sticky knowledge for each year group highlighted