



## Brookfield Primary School - Geography Progression of skills and knowledge

This document outlines how we cover the relevant Geographical knowledge and skills across EYFS and KS1/2. These are taught within the context of a half-termly topic.

| Year Group  | Locational knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Place knowledge                                                                                                                                                                                                                                                                                                         | Human and Physical Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Geographical Skills and Fieldwork                                                                                                                                                                                                                                                                                                                                                                         |
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| Early Years | <p>Identifying land and water on a map or globe<br/>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</p> <p><b>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</b></p> <p><b>To know that usually water is represented in blue on a map or globe.</b></p> <p><b>To know the name of their school and the place where they live.</b></p> <p><b>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</b></p> | <p>Discussing how environments in stories and images are different to the environment they live in.</p> <p><b>To know that places within this country can differ from each other. - coming soon!</b></p> <p><b>To know that there are differences between places in this country and places in other countries.</b></p> | <p>Observing weather across the seasons.</p> <p>Observing and discussing the effect the changing seasons have on the world around them.</p> <p>Beginning to use the names of the seasons in the correct context.</p> <p>Making observations about the features of places (in stories, photographs or in the school grounds/local area).</p> <p>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p><b>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.</b></p> <p><b>To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions.</b></p> <p><b>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).</b></p> <p><b>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</b></p> | <p>Ask questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds.</p> <p>Answering simple questions, guided by the teacher.</p> <p>Creating some of the features they notice in their school and school grounds.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p> |

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| <p><b>Year 1</b></p> | <p>Locating two of the world's seven continents on a world map.</p> <p>Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.</p> <p>Showing on a map which continent they live in.</p> <p><b>To know the name of two continents (Europe and Asia).</b></p> <p><b>To know that a continent is a group of countries.</b></p> <p><b>To know that they live in the continent of Europe.</b></p> <p><b>To know that an ocean is a large body of water.</b></p> <p><b>To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).</b></p> <p>Locating the four countries of the United Kingdom (UK) on a map of this area.</p> <p>Showing on a map which country they live in and locating its capital city.</p> <p><b>To know that the UK is short for 'United Kingdom'.</b></p> <p><b>To know that a country is a land or nation with its own government.</b></p> <p><b>To know that the United Kingdom is made up of four countries and their names.</b></p> <p><b>To know the name of the country they live in</b></p> | <p>Naming some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Naming some key differences between their local area and a small area of a contrasting non-European country.</p> <p><b>To know that life elsewhere in the world is often different to ours.</b></p> <p><b>To know that life elsewhere in the world often has similarities to ours.</b></p> | <p>Describing how the weather changes with each season in the UK.</p> <p>Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary 'season' and 'weather'.</p> <p><b>To know the four seasons of the UK.</b></p> <p><b>To know that 'weather' refers to the conditions outside at a particular time.</b></p> <p><b>To know that different parts of the UK often experience different weather.</b></p> <p><b>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</b></p> <p><b>To know that weather conditions can be measured and recorded.</b></p> | <p>Ask questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds.</p> <p>Asking and answering simple questions about the features of their school and school grounds.</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p> <p>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</p> |
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| Year 2 | <p>Locating all the world's seven continents on a world map.</p> <p>Locating the world's five oceans on a world map.</p> <p>Showing on a map the oceans nearest the continent they live in.</p> <p><b>To be able to name the seven continents of the world.</b></p> <p><b>To be able to name the five oceans of the world.</b></p> <p>Locating the surrounding seas and oceans of the UK on a map of this area .</p> <p>Locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p> <p><b>To know that a sea is a body of water that is smaller than an ocean.</b></p> <p><b>To know that there are four bodies of water surrounding the UK and to be able to name them.</b></p> <p><b>To name some characteristics of the four capital cities of the UK.</b></p> <p><b>To know the four capital cities of the UK.</b></p> <p><b>To know that a capital city is the city where a country's government is located.</b></p> | <p>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</p> <p>Describing what physical features may occur in a hot place in comparison to a cold place.</p> <p><b>To know some similarities and differences between their local area and a contrasting non European country.</b></p> | <p>Locating some hot and cold areas of the world on a world map.</p> <p>Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p><b>To know that the Equator is an imaginary line around the middle of the Earth.</b></p> <p><b>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</b></p> <p><b>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</b></p> <p><b>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</b></p> <p>Describing the key physical features of a coast using subject specific vocabulary.</p> <p><b>To know that coasts (and other physical features) change over time.</b></p> <p><b>To know some key physical features of the UK.</b></p> <p>Describing and understanding the differences between a city, town and village.</p> <p>Describing the key human features of a coastal town using subject specific vocabulary.</p> <p><b>To know that a sea is a body of water that is smaller than an ocean.</b></p> <p><b>To know that human features change over time.</b></p> <p><b>To know some key human features of the UK.</b></p> | <p>Recognising there are different ways to answer a question.</p> <p>Discussing the features they see in the area surrounding their school when on a walk.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p> <p>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</p> <p>Classifying the features they notice into human and physical with teacher support.</p> <p>Taking digital photographs of geographical features in the locality.</p> <p>Making digital audio recordings when interviewing someone.</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p> <p>Asking and answering simple questions about data.</p> |
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| Year 3 | <p>Locating some countries in Europe and North and South America using maps.</p> <p>Locating some major cities of the countries studied.</p> <p>Locating some key physical features in countries studied on a map including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Locating the world's most significant mountain ranges on a world map and identifying any patterns.</p> <p>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</p> <p>Locating some of the world's most significant rivers and identifying any patterns.</p> <p><b>To know where North and South America are on a world map.</b></p> <p><b>To know the names of some countries and major cities in Europe and North and South America.</b></p> <p><b>To know the names of some of the world's most significant mountain ranges.</b></p> <p><b>To know the names of some of the world's most significant rivers.</b></p> <p><b>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</b></p> <p><b>To know that climate zones are areas of the world with similar climates.*</b></p> <p><b>To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*</b></p> <p><b>To know that biomes are areas of world with similar climates, vegetation and animals.*</b></p> <p><b>To know the world's biomes.</b></p> | <p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p><b>To know the negative effects of living near a volcano.</b></p> <p><b>To know the positive effects of living near a volcano.</b></p> <p><b>To know the negative effects an earthquake can have on a community.</b></p> <p><b>To know ways in which communities respond to earthquakes.</b></p> | <p>Mapping and labeling the seven biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p> <p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p><b>To know the courses and key features of a river.</b></p> <p><b>To know the different types of mountains and volcanoes and how they are formed.</b></p> <p><b>To know that an earthquake is the intense shaking of the ground.</b></p> <p><b>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.*</b></p> <p><b>To know the world's biomes.</b></p> <p><b>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</b></p> <p><b>To know that climate zones are areas of the world with similar climates.</b></p> <p><b>To know the world's different climate zones.</b></p> <p><b>To know that climates can influence the foods able to grow.</b></p> | <p>Beginning to choose the best approach to answer an enquiry question.</p> <p>Mapping land use in a small local area using maps and plans.</p> <p>Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</p> <p>Asking and answering one- step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p>Using simple sampling techniques appropriately.</p> <p>Making digital audio recordings for a specific purpose.</p> <p>Designing a questionnaire / interviews to collect quantitative fieldwork data.</p> <p>Taking digital photos and labeling or captioning them.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Using a questionnaire/interviews to collect qualitative fieldwork data.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <p>Suggesting different ways that a locality could be changed and improved.</p> <p>Finding answers to geographical questions through data collection.</p> <p>Analysing and presenting quantitative data in charts and graphs.</p> |
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| Year 4 | <p>Locating some counties in the UK (local to your school).</p> <p>Locating some cities in the UK (local to your school).</p> <p>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p> <p>Beginning to locate the twelve geographical regions of the UK.</p> <p>Identifying how topographical features studied have changed over time using examples.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p> <p><b>To know the name of some counties in the UK (local to your school).</b></p> <p><b>To know the name of some cities in the UK (local to your school).</b></p> <p><b>To know the name of the county that they live in and their closest city.</b></p> <p><b>To begin to name the twelve geographical regions of the UK.</b></p> <p><b>To know the main types of land use.</b></p> <p><b>To know some types of settlement.</b></p> | <p>Discussing how climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p><b>To describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.</b></p> | <p>Mapping and labeling the seven biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p> <p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p><b>To know the courses and key features of a river.</b></p> <p><b>To know the different types of mountains and volcanoes and how they are formed.</b></p> <p><b>To know that an earthquake is the intense shaking of the ground.</b></p> <p><b>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.*</b></p> <p><b>To know the world's biomes.</b></p> <p><b>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</b></p> <p><b>To know that climate zones are areas of the world with similar climates.</b></p> <p><b>To know the world's different climate zones.</b></p> <p><b>To know that climates can influence the foods able to grow.</b></p> | <p>Beginning to choose the best approach to answer an enquiry question.</p> <p>Mapping land use in a small local area using maps and plans.</p> <p>Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</p> <p>Asking and answering one- step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p>Using simple sampling techniques appropriately.</p> <p>Making digital audio recordings for a specific purpose.</p> <p>Designing a questionnaire / interviews to collect quantitative fieldwork data.</p> <p>Taking digital photos and labeling or captioning them.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Using a questionnaire/interviews to collect qualitative fieldwork data.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <p>Suggesting different ways that a locality could be changed and improved.</p> <p>Finding answers to geographical questions through data collection.</p> <p>Analysing and presenting quantitative data in charts and graphs.</p> |
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| Year 5 | <p>Locating more countries in Europe and North and South America using maps.</p> <p>Locating major cities of the countries studied.</p> <p>Locating key physical features in countries studied on a map .</p> <p>Locating key human features in countries studied.</p> <p>Identifying significant environmental regions on a map.</p> <p>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p> <p><b>To know the name of many countries and major cities in Europe and North and South America.</b></p> <p><b>To know the location of key physical features in countries studied.</b></p> <p><b>To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).</b></p> | <p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how humans have used desert environments.</p> <p>Using maps to explore wider global trading routes.</p> <p><b>To know some similarities and differences between the UK and a European mountain region.</b></p> <p><b>To know why tourists visit mountain regions.</b></p> | <p>Describing and understanding the key aspects of the six biomes.</p> <p>Describing and understanding the key aspects of the six climate zones.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p> <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</p> <p><b>To know vegetation belts are areas of the world that are home to similar plant species.</b></p> <p><b>To name and describe some of the world's vegetation belts.</b></p> <p><b>To know why the ocean is important.</b></p> | <p>Developing their own enquiry questions.</p> <p>Choosing the best approach to answering an enquiry question.</p> <p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p> <p>Selecting appropriate methods for data collection.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p> <p>Beginning to use standard field sampling techniques appropriately.</p> <p>Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>Interpreting and using real-time/live data.</p> <p>To identify and mitigate potential risks during fieldwork.</p> |
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| Year 6 | <p>Locating many counties in the UK.</p> <p>Locating many cities in the UK.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use has changed over time using examples.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p><b>To know the name of many counties in the UK.</b></p> <p><b>To know the name of many cities in the UK.</b></p> <p><b>To confidently name the twelve geographical regions of the UK.</b></p> <p><b>To know that London and the South East regions have the largest population in the UK.</b></p> | <p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Using maps to explore wider global trading routes.</p> <p><b>To know how goods are traded with other countries.</b></p> | <p>Describing and understanding economic activity including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p><b>To know the global population has grown significantly since the 1950s.</b></p> <p><b>To know which factors are considered before people build settlements.</b></p> <p><b>To know migration is the movement of people from one country to another.</b></p> <p><b>To know that natural resources can be used to make energy.</b></p> <p><b>To know some positive impacts of humans on the environment.</b></p> <p><b>To know some negative impacts of humans on the environment.</b></p> | <p>Developing their own enquiry questions.</p> <p>Choosing the best approach to answering an enquiry question.</p> <p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p> <p>Selecting appropriate methods for data collection.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p> <p>Beginning to use standard field sampling techniques appropriately.</p> <p>Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>Interpreting and using real-time/live data.</p> <p>To identify and mitigate potential risks during fieldwork.</p> |
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