



## Broadmayne First School Geography Progression in Skills

### Progression in Locational Knowledge

Y1 Locational Knowledge	Name the 4 countries of the UK.	Begin to name and locate the world's seven continents and five oceans (Introduction as covered in Year 2)	Begin to locate local towns on a simple map (where do we live in UK?)
Y2 Locational Knowledge	Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas.	Name and locate the world's seven continents and five oceans	Locate local towns on a simple map (where do we live in UK?)
Y3 Locational Knowledge	Name and locate counties, cities and main geographical regions of the UK (link to Romans)	Describe the key human & physical features locations e.g. topography (including hills, mountains, coasts and rivers), land use patterns	Understand how land use changes over time (Romans link) time.
Y4 Locational Knowledge	Locate the world's countries and continents (including Europe, Russia, N and S America), using maps concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.	Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic Circle and Antarctic Circle, Greenwich Meridian and timezones.	

**Progression in Place Knowledge**

Yr 1 Place Knowledge	Distinguish between human and physical features of a small area (e.g. the school) and provide examples	Understand geographical similarities and differences of human and physical geography of a local and a small area in a non-European country	
Yr 2 Place Knowledge	Understand geographical similarities and differences of human and physical geography of a local and a small area in a non-European country		
Yr 3 Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom, a region in a <b>European Country</b> and a region within North or South America		
Yr 4 Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom, a region in a European Country and a region <b>within North or South America</b> .		

**Progression in Human and Physical Geography**

<p>Yr 1 Human and Physical Geography</p>	<p>Identify basic seasonal weather patterns in the UK.</p>	<p>Identify daily weather patterns in the UK</p>	<p>Identify the location of hot and cold areas of the world in relation to the equator and poles (Intro as covered Y2)</p>	
<p>Yr 2 Human and Physical Geography</p>	<p>Identify and record information about daily weather patterns in the UK</p>	<p>Identify the location of hot and cold areas of the world in relation to the North and South poles.</p>	<p>Use basic geographical vocab to describe human features including city, town,village,factory,farm,house,of fice,port,harbour and shop.</p>	<p>Use basic geographical vocabulary to describe physical features of places e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>
<p>Yr 3 Human and Physical Geography</p>	<p>.Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns</p>	<p>Understand how some key aspects of land use have changed over time</p>	<p>Describe and understand key aspects of physical geography including volcanoes and earthquakes. <b>(Volcanoes) (Earthquakes)</b></p>	
<p>Yr 4 Human and Physical Geography</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and water cycle (link to extreme Earth)</p>	<p>Describe and understand key aspects of physical geography including volcanoes,earthquakes and the water cycle.</p>	<p>Describe how the local area has changed over time</p>	<p>Describe and understand types of settlements and their characteristics: villages, towns, cities.Understand land use, economic activity in modern Britain. Including trade links, distribution of natural resources egenergy, food, minerals and water.</p>

**Progression in Geographical Skills and Fieldwork**

<p><b>Yr 1 Skills and fieldwork.</b></p>	<p>Describe the location of features and routes on map using locational and directional language. (UK)</p>	<p>Use aerial photographs to recognise landmarks and basic human and physical features (in the UK)</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>Devise simple picture maps (e.g. school grounds)</p>	<p>Begin to use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Use basic Geographical vocabulary to describe physical features of the school, grounds and surrounding environment</p>
<p><b>Yr 2 Skills and fieldwork.</b></p>	<p>Use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes, routes and maps (e.g. near/far)</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and name basic human and physical features</p>	<p>Devise a simple map, including basic symbols in a key</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries and to identify all continents and oceans studied</p>	<p>Use basic Geographical vocabulary to describe physical features of the local environment</p>
<p><b>Yr 3 Skills and fieldwork.</b></p>	<p>Learn the eight points of a compass,</p>	<p>Describe features studied using geographical vocabulary</p>	<p>Use fieldwork to observe, measure and record the human/ physical features in the local area using a range of methods, including tables, sketch maps /plans.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries</p>		
<p><b>Yr 4 Skills and fieldwork.</b></p>	<p>Use the eight points of a compass, four -figure grid references, symbols and key to build their knowledge of the UK and the wider world</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p>	<p>Use digital mapping and grid references to locate places.</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including graphs and digital technologies.</p>		

## Year R

These activities are revisited throughout the year:

Welly walk - how the environment changes throughout the seasons; negotiating their way around; laying trails: *The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.... They talk about changes*

Dinosaurs - talking about how the world might have been different then.. *(talk about the features of their own environment)*

Bikes - drawing roadways and using road signs *(early mapping skills - (Talk about features of their own environment)*

Small world with little buildings - taking an aerial photo, drawing the created village *(early mapping skills - describing what they see from different viewpoints)*

Drawing round 3D shapes to see the shape of the base *(early mapping skills - describing what they see from different viewpoints)*

Pirates - treasure maps *(early mapping skills - (use appropriate words e.g. pond, footpath, beach)*

Rosie's walk *(early mapping skills - see below)*

Bee Bots - giving them directions around obstacles *(early mapping skills - under mathematics section: uses spacial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.... May enjoy making simple maps of familiar and imaginative environments, with landmarks)*

Celebrations around the world: *People and Communities: They know the similarities and differences between themselves and others, among families, communities and traditions.*

Spring term: topic of Frozen - looking at the globe to see the poles; looking at pictures of countries that are frozen and how the people dress and keep warm. *People and Communities: They know the similarities and differences between themselves and others, among families, communities and traditions.*

Understanding the World :

**People, Culture and Communities** • 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-fiction texts and (when appropriate) maps.

**The Natural World** • 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 the seasons.

