Geography Progression of Knowledge and Skills

To enable all our children to lead physically and mentally healthy lives, ensuring every child THRIVES in their learning during their time at Broughton Community Schools.

Year group	Knowledge			Skills		
	Place and Locational	Human	Physical	Mapwork	Fieldwork	Sustainability
Early Years						
Year 1	• Name and locate the world's seven continents. • Can name and locate the five oceans. • Understand that hot places are close to the equator and cold places are far away from the equator, (an invisible line around the middle of the Earth). • Name and locate the countries of the UK. Know that London is the capital city of England which is the country we live in.	• Use basic geographical vocabulary to refer to key human features including city, town, farm, house, shop.	• Describe and understand the key aspects of physical geography, including: ocean, river (Thames), mountain, weather, seasons, soil. • Name the four seasons in the UK: spring, summer, autumn and winter.	Use world maps and globes to identify the UK and its countries, continents and oceans studied. Begin to use simple picture maps and understand what they represent (e.g. classroom or school map). Use basic directional language (e.g. near, far, left, right). Recognise key features (e.g. roads, buildings, parks) on a map. Draw basic maps of familiar areas (e.g. classroom, playground).	Explore the school grounds. Observe and record basic human and physical features (e.g., playground) and draw what they see.	Understand simple ways we can help the environment (litter). People can protect the school environment by respecting our school grounds and not littering.
Year 2	➔ Name and locate the seven continents and 5 oceans ➔ Understand hot places are close to the equator and cold places are far away from the equator, (an invisible line around the middle of the Earth) . ➔ Name and locate the four countries of the UK. • The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. • Name and locate the four capital cities of the United Kingdom. • Compare the human and physical features of Aylesbury and Egypt (desert, pyramids, markets, River Nile, hot summer and mild winter).	➔ Use basic geographical vocabulary to refer to key human features including city, town, farm, house, shop. • Use basic geographical vocabulary to refer to key human features including village, factory, office, port, harbour.	➔ Describe and understand the key aspects of physical geography, including: ocean, river (Thames), mountain, weather, seasons, soil. ➔ Name the four seasons in the UK: spring, summer, autumn and winter. • Describe and understand the key aspects of physical geography, including: beach, cliff, coast, sea, forest, hill, valley. • Identify seasonal and daily weather patterns in the United Kingdom. • Erosion is caused by wind and water (waves crashing on cliffs).	Use simple world maps, UK maps, and local area maps. Begin to use a key with symbols. Begin to use a simple compass, (North, South, East, West) to describe the location of features and routes (to the park) on a map Geography Make basic maps of known areas, (e,g, park). Use aerial photographs and plan perspectives of Broughton Area to recognise landmarks and basic human and physical features (canal, park, school); devise a simple map; and use and construct basic symbols in a key.	Investigate the local area (e.g., street, park). Collect simple data (e.g plot areas of litter and suitable bin placement).	Explore the impact of litter and pollution locally. Think about how people can look after natural spaces (our local park)
Year 3	➔ Can name and locate the four countries and capital cities of the United Kingdom. ➔ Understand that the equator is an invisible line around the middle of the Earth. ➔ Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. • Can name and locate counties (Buckinghamshire, Bedfordshire, Hertfordshire, Oxfordshire) and cities (Millton Keynes, Oxford, London) of a geographical region (South East and North West) in the United Kingdom. • Identify and locate the position of the equator, the Northern Hemisphere and the Southern Hemisphere.	➔ Describe and understand the key aspects of human geography, including: London • Describe and understand the key aspects of human geography, including: types of settlement, focussing on cities of the UK; (Edinburgh - Arthur's Seat, Cardiff - Cardiff Castle, London, Belfast - Titanic) ,	• Describe and understand the key aspects of physical geography, including: volcanoes and earthquakes (magma chamber,lava, ash vent, eruption cloud) • The Earth is made of four different layers. The inner core, the outer core, the mantle and the crust. • Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other. • The centre of an earthquake is called the epicentre. • Volcanic eruptions and earthquakes are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape (Mount Vesuvius and Pompeii) • Volcanic eruptions and earthquakes happen when two tectonic plates push into each other (fault line), pull apart from one another or slide alongside each other.	Understand and use basic map elements (key) Revisit compass directions (N, S, E, W) and apply them to maps and physical spaces. Use maps, atlases, globes and digital/computer (Digimaps)mapping to locate countries and describe features studied 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.	Conduct simple fieldwork in the local area (e.g., traffic survey). Record observations in different ways (e.g. survey, photograph,, pictogram, tally). Begin to recognise and record physical and human features in the local area.	Understand the concept of sustainability (e.g., reducing traffic). Discuss how human activities affect the environment in their local area, (traffic). Explore ways to protect and preserve local environments, (reduce traffic and walk to school - the school's travel plan). People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.

Year 4	➔ Identify and locate the Northern Hemisphere and the Southern Hemisphere • Can name and locate several countries within Europe (Russia, France, Greece, Germany). • Name and locate several countries in North and South America, concentrating on key physical features: Andes mountains, Amazon rainforest, Atacama desert, Great lakes, Grand Canyon (Canada, USA, Mexico, Brazil, Peru, Chile) • Identify the significance of the Northern and Southern Hemisphere (opposite seasons, daylight changes.	• Describe and understand the key aspects of human geography, including: the distribution of natural resources (water). • Describe and understand the key aspects of human geography, including: economic activity (how water is used for tourism)	• Describe and understand the key aspects of physical geography, including: rivers, mountains and water cycle. • Can name key physical features of a river: source, mouth, meander, oxbow lake, tributary, estuary. • Can name key physical features of a mountain: range, summit, valley • Can name the four stages of the water cycle are evaporation, condensation, precipitation and collection. • Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.	Use 4-figure grid references to locate places on a map. Understand and apply symbols and the key to interpret different types of maps (e.g., road maps, topographical maps). Use a compass to navigate using the eight compass points for directions (N, NE, E, SE, S, SW, W, NW). Compare maps of different scales and understand how they show different levels of detail. Use maps, atlases, globes and digital/computer (Digimaps)mapping to locate countries and describe features studied	Plan and carry out a simple fieldwork investigation in the local area (sustainability in a new development of Aylesbury). Collect data using a variety of techniques (observations and photographs). Present findings using simple bar charts. .	Investigate human impact on the environment and discuss how people can manage their resources more sustainably. Understand the importance of protecting ecosystems and biodiversity. Learn about sustainable energy sources and their benefits.
Year 5	➔ Name and locate the seven continents and 5 oceans. • Can name and locate major cities around the world including London, New York, Cairo, Rio de Janeiro, Tokyo and Sydney and state what continent they are in. • Explain how land use patterns in Aylesbury (leisure, housing, industry, transport and agriculture) have changed over time. • Compare the similarities and differences of human and physical geography of Aylesbury with Crete, Greece (link to tectonic plates) • Understand the geographical similarities and differences of farming in the UK and farming in South America (Differences in farming techniques and crops in temperate vs. tropical climates, challenges the farmers face - pest control and deforestation).	• Describe and understand the key aspects of human geography, including: types of settlement (hamlet, village, town, city), • Describe and understand the key aspects of human geography, including: land use (arable, pastoral and mixed.) • Describe and understand the key aspects of human geography, including economic factors and how these influence farming decisions (market demand, technology, prices and subsidies).	• Describe and understand the key aspects of physical geography, including: climate zones and biomes. • Can name the 5 climate zones: tropical, dry, temperate, mediterranean and polar • Climate zones are areas of the world with similar weather patterns.They are linked to how close a place is to the equator, and they affect the plants, animals and people that live there. • Name five main biomes (Forest, Grassland, Desert, Tundra, Aquatic) and know that they are large areas of the world with their own climate, plants and animals. They depend on climate and location, and living things are adapted to survive there.	Understand and use more complex maps, including Ordnance Survey maps and world maps. Use maps to identify features such as rivers, mountains, and settlements. Work with latitude and longitude coordinates to locate places on global maps. Understand and use contour lines to interpret elevation on topographic maps. Use maps, atlases, globes and digital/computer (Digimaps)mapping to locate countries and describe features studied	Carry out more advanced fieldwork, such as comparing physical and human features across different locations. Analyse data collected through fieldwork and draw conclusions. Present findings using a range of media (e.g., posters, digital presentations, or reports).	Explore the global impact of climate change and how it affects different regions (South America farming). Discuss sustainable farming as a method to reduce the impact of farming on the environment. Investigate sustainability challenges in the local area (e.g., waste management, water conservation) and suggest practical solutions-Greatmoor recycling.
Year 6	➔ Identify and locate the equator, the Northern Hemisphere and the Southern Hemisphere • Understand that the world is split into meridians and identify the position and significance of Prime meridian (Greenwich) and time zones (including day and night) • Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. • identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, (defines the Earth's warmest regions) Arctic and Antarctic Circle, (defines the Earth's polar regions) • Identify the significance of the Northern and Southern Hemispheres (The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced.)	• Understand the causes of climate change and what it affects. • Describe and understand the key aspects of human geography, including; distribution of natural resources - renewable and non-renewable natural resources and natural resource management, (it aims to create sustainable ways of using land now and in the future) • Describe and understand the key aspects of human geography, including: economic activity (tourism has had an environmental, social and economic impact on many regions and countries). • Describe and understand the key aspects of human geography, including: modern trade and tourism links within the Inuit community - include the impact this is having on animals	➔ Describe and understand the key aspects of physical geography, including: climate zones (climate change and its effect on the polar climate). ➔ Describe and understand the key aspects of physical geography, including: biomes (tundra and boreal forest). • Name the six main physical features of the polar climate are: iceberg, glacier, mountain, ice field, tundra and boreal forest.	Use a variety of maps, including thematic maps (e.g., population density, climate maps) to investigate global patterns. Use 6-figure grid references to locate more precise locations on maps. Analyse geographical data on maps, such as rivers, mountains, and human settlements, and understand the connections between them. Use advanced map skills to calculate distance using scale. Use maps, atlases, globes and digital/computer (Digimaps)mapping to locate countries and describe features studied	Design and conduct an independent fieldwork investigation, developing hypotheses and collecting data (sustainability in a new development of Aylesbury and using this to compare and decide upon sustainable changes in the local school area). Analyse and interpret fieldwork data and compare findings. Communicate findings through detailed reports, presentations, or digital media, highlighting conclusions and evaluations, (MP presentation).	Explore global sustainability issues, such as deforestation and climate change. Discuss how human activity impacts the environment on a global scale and consider solutions for sustainable development. Learn about the United Nations Sustainable Development Goals (SDGs).