

## Progression of skills and knowledge in Geography

### INTENT

At Brabourne CEP School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We pride ourselves on our creative learning environment and classroom displays. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Brabourne enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Brabourne and also to their further education and beyond.

In line with the National Curriculum, the principal aims of Geography at Brabourne are to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

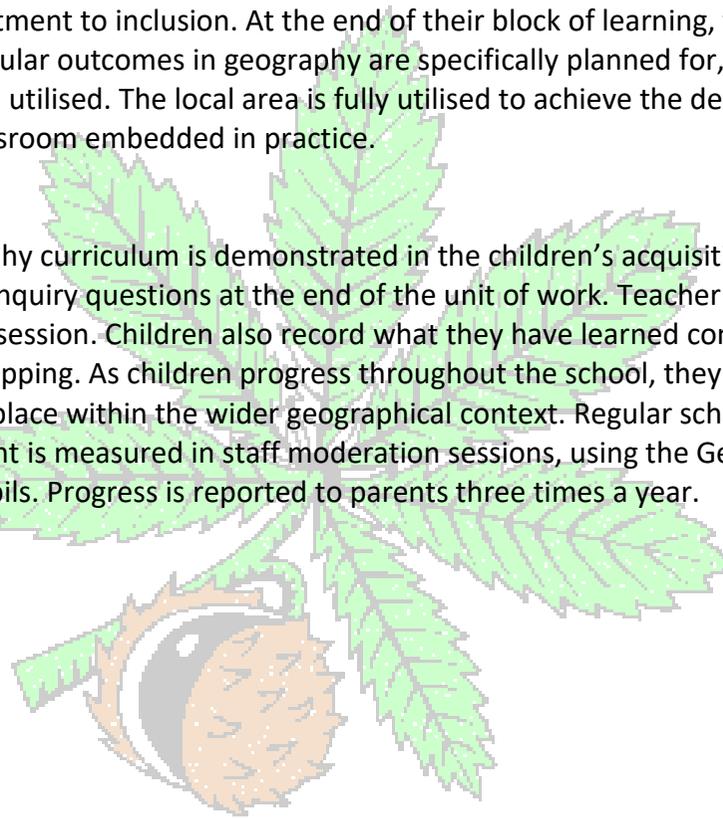
### Implementation

Geography at Brabourne is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to

find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. At the end of their block of learning, the children assess how much they have learnt through mind mapping. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

### **Impact**

Evidence of a broad and balanced geography curriculum is demonstrated in the children's acquisition of identified key knowledge in their books and through assessment using key inquiry questions at the end of the unit of work. Teacher review the pupils attainment through formative assessment at the end of every session. Children also record what they have learned comparative to their starting points at the end of every topic through the use of mind-mapping. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Regular school trips provide further relevant and contextual learning. Summative assessment is measured in staff moderation sessions, using the Geography progression document, against work in books and observations of the pupils. Progress is reported to parents three times a year.



**Progression of skills for the broader curriculum**

Geography	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	I can name and locate the world's seven continents and five oceans.	I can locate and name the continents on a World Map. I can locate the main countries of Europe inc. Russia. Identify capital cities of Europe. I can locate and name the countries making up the British Isles, with their capital cities. I can identify longest rivers in the world, largest deserts, highest mountains. I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	On a world map, I can locate areas of similar environmental regions, either desert, rainforest or temperate regions. I can locate and name the main counties and cities in/around Kent.	I can locate the main countries in Europe and North or South America. Locate and name principal cities. I can compare 2 different regions in UK rural/urban. I can locate and name the main counties and cities in England. I can linking with History, compare land use maps of UK from past with the present, focusing on land use. I can identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	On a world map I can locate the main countries in Africa, Asia and Australasia/Oceania. Identify the main environmental regions, key physical and human characteristics, and major cities. I can link with local History, map how land use has changed in local area over time. I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. I can understand how these features have changed over time.
Place Knowledge	I can 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.	I can 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 concentrating on	I can compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.	I can 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.	I can compare a region in UK with a region in N. or S. America with significant differences and similarities.	I can compare a region in UK with a region in N. or S. America with significant differences and similarities.

		islands and sea sides				
Human & Physical Geography	<p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>I can use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation,</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p>	<p>I can 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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>I can describe and understand key aspects of: physical geography including rivers and the water cycle, excluding transpiration, brief introduction to volcanoes and earthquakes linking to Science: rock types.</p>	<p>I can describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>I can describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>	<p>I can describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy.</p>
Geographical Skills & Field work	<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>I can 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.</p>	<p>I can 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.</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build</p>	<p>I can learn the eight points of a compass, four-figure grid references.</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range</p>	<p>I can use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>	<p>I can extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>I can use fieldwork to observe, measure and</p>

		language [for example, near and far; left and right], to describe the location of features and routes on a map.	their knowledge of the United Kingdom and the wider world I can use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	of methods, including sketch maps, plans and graphs, and digital technologies.	I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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## **Geography**

**Please note Words highlighted in green we expect the child to be able to explain and spell with greater accuracy than other examples of technical vocabulary.**

Shared vocabulary - North, South, East, West, North West, North East, South East, South West, Pacific, Atlantic, Indian, Southern aka Antarctic and Arctic Ocean, Africa, Antarctica, Asia, Australia, Europe, North America, South America.

### **Reception**

**Home, environment, home, map, places, weather, world.**

Animals, Atlas, beach, Britain, building, bungalow, bus, church, city, cloudy, community, country, day, England – London, environment, equator, faraway, fog, forest, freeze, globe, hail, holiday, home, hospital, house, ice, island, journey, left, map, North Pole, ocean, places, plants, right, sea, season, snow, soil, South Pole, spring, summer, Sun, town, village, warm, weather, wet, windy, winter, world, year.

### **Year 1 and 2**

**Atlas, Britain, city, climate, continent.**

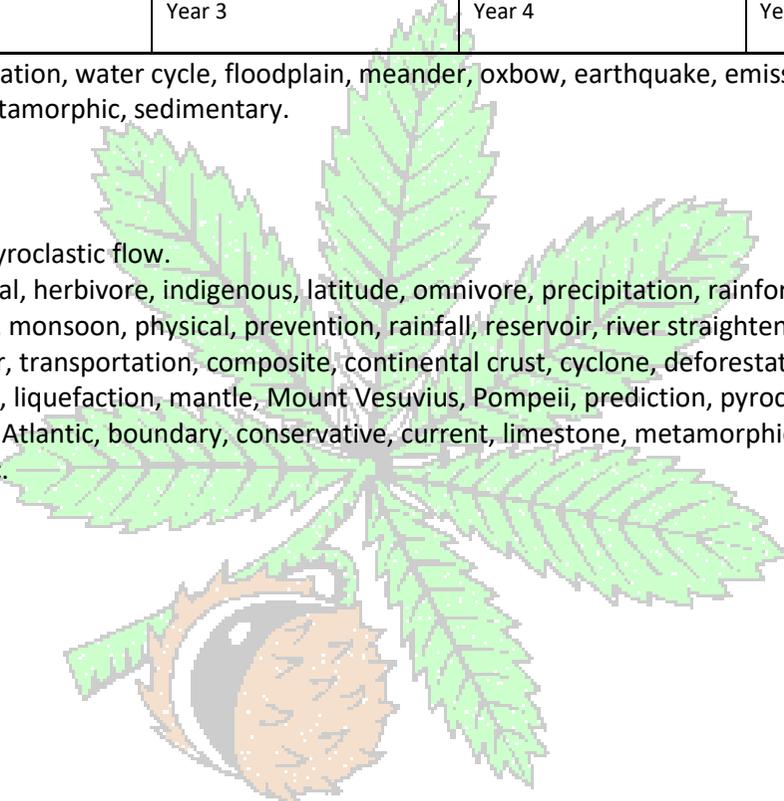
Airport, animals, atlas, beach, beautiful, bridge, Britain, building, bungalow, church, City, cliff, cloudy, climate, continent, county cottage, day, desert, difference, distance, dry, east, Europe, Equator, faraway, farm, fence, field, fog, food, forest, globe, good, grow, hail, harbour, , hospital, hotel, house, ice, identify, interesting, Ireland, Dublin, island, key, lake, land, map, mountain, natural, near, next to, North Pole, ocean, photograph, places, plan, plants, rain, river, road, school, Scotland Edinburgh, sea, season, shop, snow, soil, South Pole, Spring, storm, stream, street, summer, sun, symbol, town, village, Wales, warm, weather, wet, west, windy, winter, wood, work, world, year.

### **Year 3 and 4**

**Coastline, Carnivore, herbivore, omnivore, photosynthesis, friction, force.**

Balanced eco system, Coastline, corrosion, erosion, headland, saturated, carnivore, consumer, deforestation, herbivore, indigenous, omnivore, photosynthesis, precipitation, producer, temperature, transpiration, habitat, hedgerow, monoculture, nutrient, temperature, contaminated, impermeable,

History	KS 1		KS 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>rainfall, runoff, erosion, corrosion, evaporation, water cycle, floodplain, meander, oxbow, earthquake, emission eruption, friction, force, mantle, pyroclastic flow, Richter scale, rock, soil, igneous, metamorphic, sedimentary.</p> <p>Year 5 and 6            Latitude, sustainable, mantle, eruption, pyroclastic flow.            Biodiversity, biome, deciduous, geothermal, herbivore, indigenous, latitude, omnivore, precipitation, rainforest, region, reserve, sustainable, temperate, tundra, woodland, cyclone, deforestation, monsoon, physical, prevention, rainfall, reservoir, river straightening, runoff, saturated, spillways, urbanisation, erosion, evaporation, floodplain, meander, transportation, composite, continental crust, cyclone, deforestation, boundary, drought, earthquake, emission, eruption, famine, friction, Haiti, hurricane, liquefaction, mantle, Mount Vesuvius, Pompeii, prediction, pyroclastic flow, Richter scale, seismometer, tephra, tremor, tropical storm, typhoon, volcano, Atlantic, boundary, conservative, current, limestone, metamorphic, Mid-Atlantic, oceanic, pacific, Pangaea, permeable, porous, sedimentary, tectonic.</p>						



	<p>I can use words and phrases like: old, new and a long time ago I can recognise that some objects belonged to the past I can explain how I have changed since I was born I can explain how some people have helped us to have better lives I can ask and answer questions about old and new objects I can spot old and new things in a picture I can explain what an object from the past might have been used for</p>	<p>I can use words and phrases like: before, after, past present, then, when my ... was young, yesterday, before I was born and a long time ago I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later I can give examples of things that were different when my grandparents were children I can find out things about the past by talking to an older person I can order events I can sort events or objects into groups I can write, draw and talk about past events</p> <p>I can answer questions using books and the internet I can research the life of a famous person from the past using different sources of evidence</p>	<p>I can describe events from the past using dates when things happened I can explain some of the times when Britain has been invaded I understand that a timeline can be divided into BC and AD.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened I can use my mathematical knowledge to work out how long ago events happened</p> <p>I can use research skills to find answers to specific historical questions I can research in order to find similarities and differences between two or more periods of history</p>	<p>I can explain how the lives of wealthy people were different from the lives of poorer people I can explain how historic items and artefacts can be used to help build up a picture of life in the past I can explain how an event from the past has shaped our life today</p> <p>I can plot events on a timeline using AD and BC I can use the terms centuries and decades</p> <p>I can research two versions of an event and explain how they differ I can research what it was like for other people in a given period of history and present my findings</p>	<p>I can describe a key event from Britain's past using a range of evidence from different sources I can explain how our locality has changed over time I can describe how crime and punishment has changed over a period of time I can find similarities and differences in the past I know that some evidence is propaganda, opinion or misinformation and this affect different interpretations of history. I can give reasons why historical differences may have occurred.</p> <p>I can draw a timeline with different historical periods showing key historical events or lives of significant people</p> <p>I can compare two or more historical periods; explaining things which changed and things which stayed the same</p>	<p>I can summarise the main events from a period of history, explaining the order of events and what happened I can summarise how Britain has had a major influence on the world I can summarise how Britain may have learnt from other countries and civilisations (historically and more recently) I can identify and explain differences, similarities and changes between different periods of history I can describe the features of historical events and way of life from periods I have studied; presenting to an audience</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework</p>
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## **History**

**Please note Words highlighted in green we expect the child to be able to explain and spell with greater accuracy than other examples of technical vocabulary.**

### **Reception**

**Calendar, past, yesterday, today, tomorrow, the future,**

Calendar, past, yesterday, today, tomorrow, the future, day, long ago, parent, clue, week, old, grandparent, memory, who?, month, what? Remember, memories, artefact, where?, when? now.

### **Year 1 and 2**

**Chronology, present, timeline, detective, artefact, research.**

Ancient, Christianity, chronology, explorer, long ago, museum, Parliament, past, present, year, timeline, detective, because, homes, photograph, wood, houses, memories, camera, artefact, who?, what?, where?, when?, how?, why?, websites, research, detective, treason,

### **Year 3 and 4**

**A.D., B.C., calendar, century, invasion, ancient.**

AD, archaeology, BC, calendar, century, chronology, court, democracy, empire, The Vikings, The Anglo-Saxons, kingdom, immigrant, invasion, present, present, primary evidence, secondary evidence, on one hand, this source suggests, however, this source doesn't show, thousands of years, hundreds of years, effects, trench war, 20<sup>th</sup> Century, ancient, the Ancient Greeks, Ancient Egyptians, Dark Ages, World War I, infer, reason,

### **Year 5 and 6**

**Decade, democracy, infer, source, chronological order, eye witness.**

AD, century, chronology, decade, democracy, explorer, empathy, iron age, Parliament, past, Primary evidence, Secondary evidence, B.C.E. (Before the Common Era) A.D. ,C.E. (Common Era) fertile, on the one hand, primary evidence, this source suggests that, impact, legacy, change, infer, historian, chronological order, millennium, Iron age, monarchy, this source doesn't show that, suggest, B.C. (Before Christ) propaganda, World War II child labour, to weigh up both sides, different experiences eye witness, consequences, my conclusion, vote.

## **Early Years Foundation Stage Geography**

### **Understanding the World**

#### **People, Culture and Communities**

ELG

- 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**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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 and changing states of matter.

In the reception class throughout the year children will spend time exploring their outdoor environment. They will explore seasonal change and make observations of the changing world around them sharing ideas and building knowledge on why things happen at different times of the year. They will make visits to the horse chestnut tree in Wobbly Wood, the school field and the pond down the lane.

Throughout the year children will share stories and will compare the settings between them. They will compare settings between books and explore journeys through stories such as the Gingerbread Man and The Train Ride. They will use stories such as these and others to make their own maps detailing the character's journey and think about pictorial representations to use on their maps to represent different things such as trees, hills, water etc. Through stories such as Oliver's Vegetables and daily snack time children will learn about fruits and vegetables, where they come from and how they arrive at school. They will also use fiction and non-fiction books to learn about life, traditions and celebrations in other countries and cultures such as the journey Rama and Sita took back to their village when learning about the celebration of Diwali or why animals are important in the celebration of Chinese New Year.

The children will use technology such as Google Earth and Google Street View to 'visit' locations and landmarks and will use live streams from around the world to see animals such as penguins and polar bears in their natural habitat. Again they will make comparisons between such environments and their own. Alongside this they will have opportunities to use a globe and world map to begin to compare the features and find some locations.

## **Early Years Foundation Stage History**

### **Understanding the World**

#### **Past and Present**

ELG

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

In the reception class children will learn what is meant by the terms past and present. They will consider this initially in relation to their own lives, and compare what they can do and how they are now, to photos of themselves in the past, and as they have grown and changed since. They will begin to understand their family history as they learn about the different generations within it.

Within the topics covered children will learn about the lives and lifestyle of some famous people in history. For example if the children were to look at dinosaurs they would learn about the life and discoveries of Mary Anning whereas in our celebrations topic they would learn about Guy Fawkes. They will also learn about some of the stories behind the celebrations such as Diwali and Christmas. Children will also learn about how some things have changed over time. For example, in the topic on transport they will compare cars of today to those of the past.

Fiction and non-fiction books, rhymes, songs, pictures and photographs will be used throughout the year to support and deepen children's knowledge and understanding. Books such as Peepo will allow the children to consider how a task such as having a bath was done in the past by being filled with buckets and had by the fire, or ponder what items such as penny farthing are in the book You Choose. Rhymes such as Jack and Jill will be explored too as children

understand what is meant by vocabulary such as pail, and what a well was for and why it was needed. Children will also use books to understand that the past does not just mean “a long time ago”. Stories such as the Tiny Seed will be explored to show how the seed changed over time.

