

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 an 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.

End points:

By the end of EYFS children will:

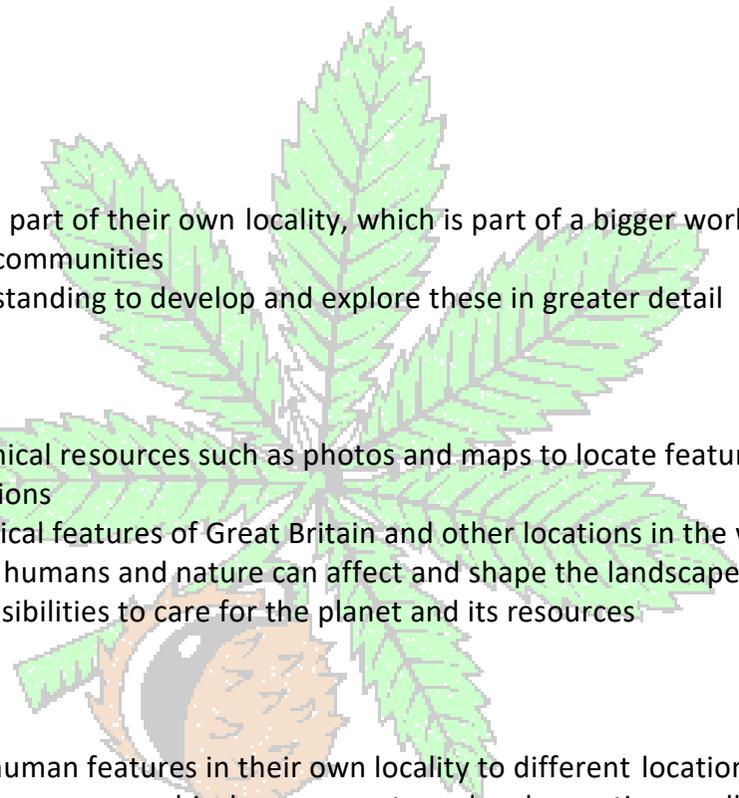
- begin to understand how they are part of their own locality, which is part of a bigger world
- learn about different people and communities
- use speaking, listening and understanding to develop and explore these in greater detail

By the end of Key Stage 1 children will:

- use and make a range of geographical resources such as photos and maps to locate features in their locality and the world
- understand the principle of directions
- look at land use, climate and physical features of Great Britain and other locations in the world
- develop an understanding of how humans and nature can affect and shape the landscape
- understand that they have responsibilities to care for the planet and its resources

By the end of Key Stage 2 children will:

- be able to compare physical and human features in their own locality to different locations around the world
- conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from the findings
- be able to interpret a range of sources of geographical information and present geographical information in a variety of ways
- develop an understanding of map work so that these features can be examined and identified in a wider context
- understand the processes that give rise to key physical and human features and how these change over time
- understand the impact of humans and of nature in shaping the world in which they live
- understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources



A typical teaching sequence in geography will cover the following aspects. The order and areas of focus will be adapted to suit the unit being taught.

- **Geographical enquiry**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge (Where is this place? What is it like and why? How and why is it changing? How does it compare to other places? How and why are the places connected?)

- **Locational skills**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Vocabulary**

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real-life context (supported by knowledge organisers / learning environment)

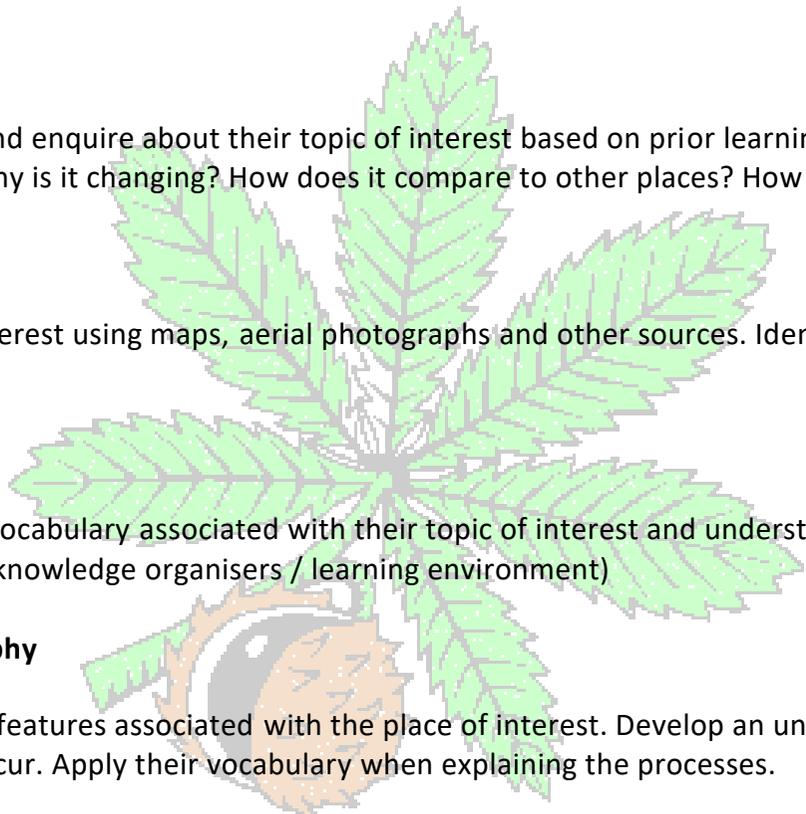
- **Physical and human geography**

Identify the physical and/or human features associated with the place of interest. Develop an understanding of the processes that caused the physical / human features to occur. Apply their vocabulary when explaining the processes.

- **Place knowledge**

Compare and contrast the features in different locations around the world.

- **Apply their knowledge to the world around them locally and globally**



What could/ should the world look like in the future? What can we do to influence change? Make connections to other subject areas (science/history/PSHE)

- **Written and oral expression**

Communicate what they have learnt in appropriate forms using the correct terminology (e.g. presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

- **Skills and fieldwork**

Opportunities to visit examples, observe processes or the impact of these, carry out tests, collect and interpret data and draw conclusions are included within a teaching sequence where possible.

The main geography concept threads are:

Energy & Sustainability

Ecology & Evolution

Cause & Effect

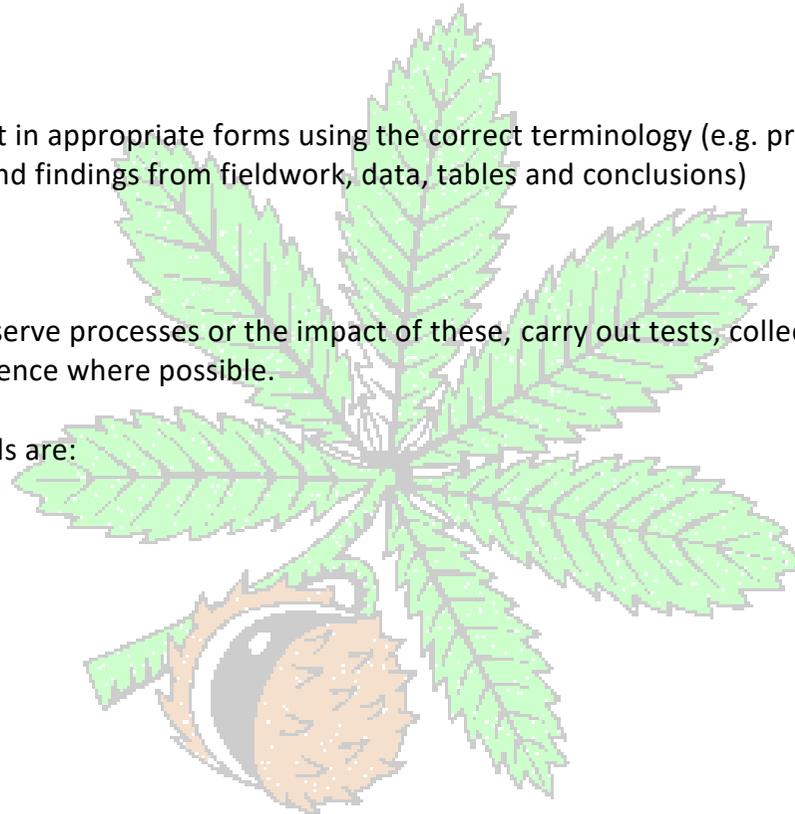
Movement & People

Change & Continuity

Power & Legitimacy

Curriculum areas studied:

The Seaside



Continents & Oceans

UK Countries & Cities

A local study/contrasting study of a non-European village

Location of World countries, environmental regions and major cities

Canterbury study

Location of Flanders fields, Allied and Central powers within WW1 using maps, globes

Atlas work using legends, contour maps. Locating famous rivers, mountains

Locating Egypt/Greece, looking at climate

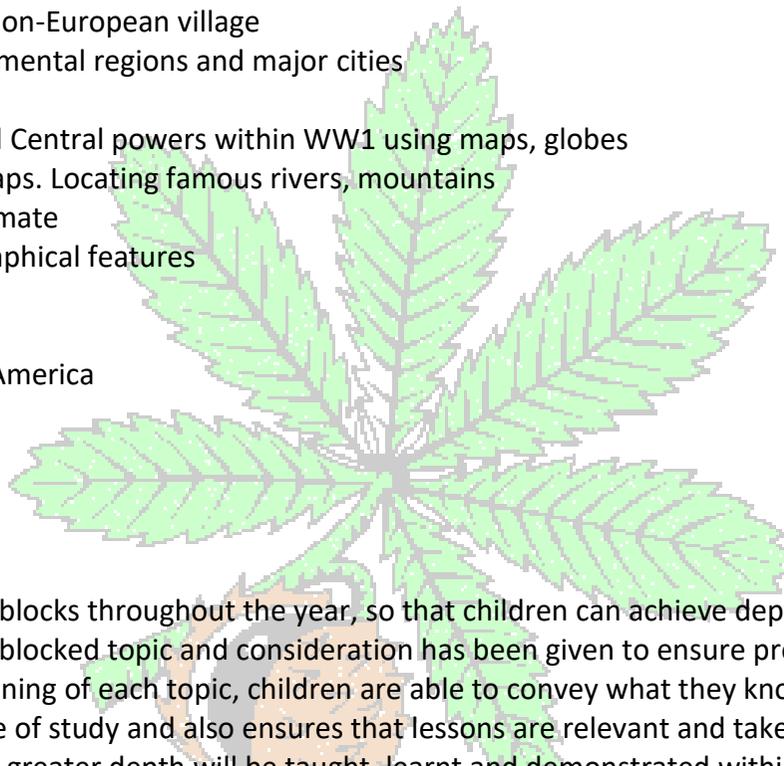
UK Geographical regions and topographical features

Key aspects of physical geography

Trade links

Comparison between UK and South America

Volcanoes & Earthquakes



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 a knowledge mind-map and pupil conferencing of Key Questions. 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. 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.

IMPACT

Evidence of a broad and balanced geography curriculum is demonstrated in the children's acquisition of skills and knowledge in their curriculum skills and Curriculum Writing books. Teachers review pupil attainment through formative assessment at the end of every lesson. Summative assessment is measured through pupil questioning of Key Questions and through mind-mapping of new knowledge at the end of each unit of study. Summative assessment is also measured in staff moderation sessions throughout the year, comparing the aims of the school's history progression document, against work demonstrated in books. Progress is reported to parents three times a year. Our subject leader also monitors the effectiveness of the geography curriculum through carrying out regular monitoring evaluations. These evaluations are quality assured by the Curriculum Lead, Senior Leadership and Governors. The effectiveness of geography, within the broader curriculum, is also monitored through pupil and parental voice throughout the course of the year.

Progression of Geography skills and knowledge

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,	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	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.

			Tropics of Cancer and Capricorn.		science, time zones, night and day	
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 islands and sea sides	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.
Human & Physical Geography	I can identify seasonal and daily weather patterns in the United Kingdom. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I can use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, key human features, including: city, town,	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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	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.	I can describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts Types of settlements in modern Britain: villages, towns, cities.	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. Human geography including trade between UK and Europe. Fair/unfair distribution of resources (Fairtrade).	I can describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy.

	village, factory, farm, house, office.					
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 language [for example, near and far; left and right], to describe the location of features and routes on a map.</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 their knowledge of the United Kingdom and the wider world</p> <p>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.</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 of methods, including sketch maps, plans and graphs, and digital technologies.</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 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.</p>	<p>I can extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>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.</p>

Geography 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,

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.

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.

