

Geography



BCPS CURRICULUM - KNOWLEDGE PROGRESSION

At Burnham on Crouch Primary School we strongly believe that children should feel connected to the world that they live in.

We aim to inspire our children with a sense of curiosity and fascination for the world and its people. We are driven by the need to prepare children for life in a diverse and multicultural world as well as developing a love of lifelong learning. The teaching of geography aims to broaden children's geographical view of the world whilst equipping them with knowledge about diverse places, people, resources and natural and human environments. It gives them the chance to learn a range of skills which they can use throughout their life. The geography topics have been carefully chosen to reflect the demands of the National Curriculum. Through each two week block and key stage children build upon their prior knowledge, develop their curiosity and embed essential knowledge into their long-term memory.

In EYFS children have the opportunity to explore similarities and differences between different cultural communities in their country. They listen to stories and compare life in this country with life in other countries. They explore the natural world around them, show care and concern for living things and the environment and recognise similarities and differences between the natural worlds contrasting environments. They learn to draw simple maps.

In Key stage 1 children learn about the local area and its human and physical features, seasons and weather in different countries, the United Kingdom and its major cities, contrasting non-European areas and the oceans and seas. They learn to develop their map reading knowledge by looking at aerial maps and photographs, creating keys and symbols and recognising different directions.

In Key stage 2 children continue to build on their prior learning by carrying out local area studies (Maldon, Burnham), looking at the weather and natural disasters (tsunami, earth quakes) and learning about human and geographical features around the world. They build on their map reading knowledge by learning about Latitude, longitude, equator, hemispheres, tropics and time zones.

As our pupils progress through our geography curriculum they are taught to show their respect for local, national and international environments and the people within.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge -	The children will be showing their interest of people who are familiar to them.	<p>Identify the key features of a location in order to say whether it is a city, town village, coastal or rural area</p> <ul style="list-style-type: none"> Explain where I live and tell 	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas using maps</p> <ul style="list-style-type: none"> Name, locate and label the capital cities of 	<ul style="list-style-type: none"> Identify the key features of a locality using a map Listen to information, and use a wide range of sources, to 	<ul style="list-style-type: none"> Name and locate some of the main islands that surround the UK Explain the difference between the British Isles, Great 	<ul style="list-style-type: none"> Interpret a range of maps and aerial views of a location and apply the information to their 	<ul style="list-style-type: none"> Use maps, aerial photos, plans and web resources to describe what a locality may be like Choose the best way to collect

	<p>We will be talking about our likes and dislikes and discussing what makes us unique.</p> <p>The children will talk about some of the similarities and differences in relation to our friends or family.</p>	<p>an adult my address</p> <ul style="list-style-type: none"> Identify features of my locality Say what I like and dislike about my locality Suggest ideas for improving a place in my immediate environment <p>Identify land use around the school</p> <ul style="list-style-type: none"> Use my observational skills and geographical vocabulary to describe the school and its surroundings 	<p>England, Scotland, Ireland and Wales and find them on a map</p> <ul style="list-style-type: none"> Name and label the seas surrounding the UK Name, label and locate specific landmarks in capital cities <p>Name and locate the world's continents and oceans</p> <p>Use world maps, atlases and globes to identify the 5 continents and oceans</p> <ul style="list-style-type: none"> Name, find and label the continents of the world on globes and in maps and atlases Explain what makes my locality special Find out about the locality using different sources of evidence Describe specific features of my locality Label a diagram or photo of my local areas using 	<p>recognise and identify similarities and differences between localities</p> <ul style="list-style-type: none"> Use geographical vocabulary to describe a place and the events that happen there Explain why people may be attracted to live in particular localities Plan a journey from my town and county to another town and county in England 	<p>Britain the United Kingdom</p> <ul style="list-style-type: none"> Describe and compare features of a given area of the UK to those beyond Label the same features on an aerial photo and map Name the counties that make up the home counties of London Show an understanding of where a place is in relation to a wider area Locate the Equator on a map Locate the Tropic of Cancer and the Tropic of Capricorn on a map Plan a journey between two given locations 	<p>understanding of it</p> <ul style="list-style-type: none"> Collect information about a location and use it in a report Use appropriate vocabulary when describing key information about a location Make detailed sketches and plans – improving accuracy Explain why I would choose to live in a certain location using geographical vocabulary Plan a journey taking into account distance and time 	<p>information about an area</p> <ul style="list-style-type: none"> Use maps with a range of scales and confidently explain scale Draw accurate maps of an area with a key to mark the significant features Evaluate data from a range of viewpoints about an area to know how it meets the needs of its people Identify how a location has changed over time Identify how a location can be improved
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			<p>appropriate geographical words</p> <ul style="list-style-type: none"> • Say what I like and dislike about my locality when comparing it to a different location • Explain how people look after their environment 				
<p>Place Knowledge -</p>	<p>The children will have the opportunity to explore the similarities and differences between different religions and cultural communities in their country.</p> <p>We will read stories and compare life in this country with life in other countries.</p> <p>The children will be encouraged to talk about their own family and the special occasions they celebrate with them.</p>	<ul style="list-style-type: none"> • Locate UK on a map • Describe some features of an island • Locate where I live on a map • Explain the facilities that a village, town or city may need and give reasons 	<p>Use aerial images and plan perspectives to recognise landmarks and basic physical features</p> <ul style="list-style-type: none"> • Label specific features and landmarks on a photograph or map using geographical vocabulary • Use aerial photos and simple maps to identify the different features of contrasting localities • 	<ul style="list-style-type: none"> • Name and locate a growing number of counties in the UK and find them on a map • Name and locate a growing number of cities in the UK and find them on a map • Identify the topographical features of a particular geographical areas • Identify similarities and differences between places eg topography, climate • Make observations and raise questions about how 	<ul style="list-style-type: none"> • Name and locate a growing number of countries and cities within Europe and find them on a map • Identify the worlds continents by their shapes and find them on globes, maps and in atlases • Identify whether a country is located in the southern or northern hemisphere • Raise questions about the different hemispheres • Make predictions about what life would be like in each hemisphere • Identify the Arctic and Antarctic Circle • Use maps and globes to locate the world's climate zones 	<ul style="list-style-type: none"> • Name and locate a growing number of countries and cities in each continent and find them on a map • Identify some of the world's countries by their shapes and find them on globes, maps and in atlases • Describe a location in terms of the region it lies in • Understand and explain why places have changed over time • Link environmental changes to current affairs • Name the areas of origin 	<ul style="list-style-type: none"> • Name and locate the seven continents and their main topographical features • Name, locate and identify the main features of countries within North and South America • Locate the main man made features of the USA • Look critically at topical issues within an area • Complete a case study of three countries of the UK, of Europe and of North or South America

				<p>places connect to each other eg transport</p> <ul style="list-style-type: none"> • Explain why people may choose to live in one place rather than another • Name some local rivers • Name, locate and research facts about the main rivers in the UK • Name and locate the world's major rivers • Name and locate the world's most famous mountain ranges 		<p>of the main ethnic groups in the UK and school</p>	
<p>Human and Physical Geography -</p>	<p>The children will explore the natural world around them, making observations and drawing pictures.</p> <p>They will show care and concern for living things and the environment.</p> <p>They will know some similarities and differences</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles</p> <ul style="list-style-type: none"> • Keep a weather chart and answer questions about the weather • Make sensible predictions about what the weather may be like later in the 	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country</p> <ul style="list-style-type: none"> • Describe the key features of a non-European location using geographical vocabulary • Compare and contrast a non-European locality to my local area 	<ul style="list-style-type: none"> • Ask and answer direct questions about the physical and human features of a particular place using a range of geographical words • Distinguish between the physical and human features of two contrasting localities 	<ul style="list-style-type: none"> • Describe the human and physical features of a well-known city • Ask and answer questions about a location and its people • Show a developing understanding of how human influences have affected the development of a place • Show a developing understanding of how environmental 	<ul style="list-style-type: none"> • Ask and answer questions to investigate why places are located where they are • Explain how a place fits into its wider geographical location with particular reference to its physical and human features • Use maps and online resources to 	<ul style="list-style-type: none"> • Describe how some places are similar and dissimilar in relation to their human and physical features • Give extended descriptions of the physical and human features of places around the world • Research, study and explain types of settlement, trade and the

	<p>between the natural world around them and contrasting environments, drawing on their experiences and what we have read in class.</p>	<p>day or tomorrow</p> <ul style="list-style-type: none"> Name the seasons Explain how the weather changes with each season Explain why I wear different clothes at different times of the year Describe some of the main features of hot and cold countries Explain what I would wear in a hot or cold country Talk about the people and animals who live in hot and cold countries Point to the Equator, North and South Poles on a map, atlas or globe Name some hot and cold countries in the world 	<ul style="list-style-type: none"> Explain how locations may be different from my own Show an understanding of the terms – physical and human features Ask questions and use sources of evidence to find out about the physical and human features of my locality Explain what makes a locality special Describe the key physical and human features of a non-European locality using geographical vocabulary 	<ul style="list-style-type: none"> Show an understanding of the key elements of a river and how they distinctively apply to a particular river Explain the course of a river using geographical vocabulary Explain why many cities in the world are situated by rivers Explain the role and the importance of the part rivers play in distributing goods around the world Explain why people are attracted to live by rivers Understand and explain the key elements of the water cycle Show an awareness of the different weather patterns around the UK and Europe 	<p>influences affect an area</p> <ul style="list-style-type: none"> Report on ways in which humans have damaged or improved their environments Name the worlds biomes and describe a particular biome Name the worlds vegetation belts and describe a particular vegetation belt Explain how an area has changed over time Demonstrate ways that a locality could be changed/improved Understand that weather changes in different parts of the world and where there are similar patterns it is known as climate Show an awareness of climate in a given location 	<p>identify where the physical environment has changed</p> <ul style="list-style-type: none"> Investigate how environments can be managed and sustained Investigate, model and explain how and why changes to the environment occur Describe and understand some of the key aspects of volcanoes Describe and understand some of the key aspects of earthquakes Describe what a place may be like in the future Explore weather conditions around the world Identify and name different climate zones Identify different climates in relation to the Equator and North and South Poles 	<p>distribution of natural resources (Tea Clippers, East India Trading Company, the Silk-Road, Fair-Trade)</p> <ul style="list-style-type: none"> Write an explanation of why some people have chosen to build towns and cities in a particular place with reference to its human and physical features Complete a case study of three countries of the UK, of Europe and of North or South America
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<p>Geographical skills and fieldwork -</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Children will use their immediate environment and observations from discussion to create settings</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>We will learn how to draw simple maps.</p>	<p>Ask and answer geographical questions such as, what is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Use basic geographical vocabulary to refer to key physical features including - beach, coast forest, hill, weather Key human features, including - factory, farm, house, office and shop</p> <p>Use simple field work and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</p> <p>Devise a simple map and use and construct basic symbols in a key, use simple grid references</p> <ul style="list-style-type: none"> • Use locational and directional language to describe features and routes (far, near, left, right) • Follow instructions using directional language • 	<p>Ask and answer geographical questions such as, what is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Use basic geographical vocabulary to refer to key physical features including - coast, mountain, ocean, river, soil, valley and vegetation and weather Key human features, including - city, town, village,</p> <p>Use compass directions (NSEW) and locational language (near, far) to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • Understand and follow directional vocabulary • Position myself correctly when given directional language • Describe a location using N,S,E,W <p>Devise a simple map and use and construct basic symbols in a key, use simple grid references</p>	<ul style="list-style-type: none"> • Use key geographical topic words • Make sensible and relevant observations about geographical pictures, aerial photographs, maps and diagrams • Communicate the findings of my investigations in an appropriate way • Use some field work instruments effectively • Show that my fieldwork sketches, maps and diagrams contain details, symbols and keys • Use simple grid references to locate a position on a map • Use four figure grid references to locate a position on a map • Use four points of the compass to locate a position on a map 	<ul style="list-style-type: none"> • Use and understand key geographical topic words • Measure distances between places in the UK accurately • Measure distances on a world map accurately • Estimate and measure accurately a specific area using an appropriate scale • Accurately measure and collect information • Interpret a range of maps and aerial photographs • Use globes and atlases to identify locations • Use complex symbols and keys to show a variety of physical features on a map 	<ul style="list-style-type: none"> • Consistently use a widening range of specific key geographical topic vocabulary • Write a glossary to include terms of specific vocabulary • Use eight figure grid references to locate places on maps • Plan how to collect, analyse and communicate information • Understand that Greenwich meridian is in London and all time zones are measured from this point as either + or – • Describe different time zones as being ahead or behind the time in England • Understand that the time zones to the east of the meridian are ahead and those to the west are behind 	<ul style="list-style-type: none"> • Use and apply appropriate vocabulary when describing a location • Interpret a range of maps, atlases, globes, aerial views and digital/mapping to locate countries and apply information to an understating of a place • Use the index of an atlas to locate places • Identify the features of a world map, longitude, latitude, Arctic, Antarctic circles, equator, tropics, GMT time zones and hemispheres • Use grid lines to study different features in more detail • Use basic Ordnance Survey map symbols • Use Ordnance Survey map symbols and six figure grid references • Find large towns and cities on Ordnance Survey maps
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