BERROW PRIMARY Church Academy

Progression in Geography

Lighting up a love of learning

End of Year Expectations

Geography Intent

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world'

Barrack Obama

During EYFS, pupils will learn about similarities and differences in relation to places. They will be able to talk about the features of their own immediate environment and how environments may vary from one to another. Our youngest pupils will also learn about natural processes such as the water cycle and start to use early mapping skills.

In KS1, pupils will develop knowledge about their local area and then explore the rest of the United Kingdom and then the wider world. In Year 1 the children will explore their local area and learn about seaside villages and downs such as Berrow, Brean and Weston Super Mare. In Year 2 the children will build on this and will extend their learning to include our closest city, Bristol as well as continents and oceans. In KS2, children will be able to make links and build on previous learning to extend their knowledge and understanding and make comparisons beyond the local area to include the whole of the United Kingdom and Europe and the rest of the world. Children will be taught geography skills such as how to use resources like world maps, atlases, globes, digital/computer mapping and compasses.

EYFS	Development Matters 2 year-olds will be learning to:	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.				
Understanding the World	• Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people.	• Use all their senses in hands-on exploration of natural materials. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things.	• Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Identify land and water on a globe and understand there are changing seasons. • Make observations of the local area and begin to describe it using positional language.	**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.

Key stage 1 Pupils should be taught to:

Locational knowledge

♣ name and locate the world's seven continents and five oceans

♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

♣ 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

Human and physical geography

♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

♣ 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

Geographical skills and fieldwork

♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

♣ use simple compass directions (North, East, South 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

♣ 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

♣ 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.

Year 1	Year 2
Locational Knowledge	
Locate where I live and my local area on a map. To know that a continent is a group of countries. Showing on a map which continent they live in. To know, locate and name the continent (Europe) To know that an ocean is a large body of water. To know the name of the ocean nearest to them (Atlantic). To know that the UK is short for 'United Kingdom' and it is made up of four countries. Locate the four countries of the United Kingdom (UK) on a map of this area. Show on a map which country they live in and locate its capital city. To know that a country is a land or nation with its own government. Name, locate and describe key landmarks in the local area and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards). To know the name of the village, surrounding town and country they live in and locate on a map.	Locate and name the world's seven continents and five oceans on a world map. Show and locate on a map the oceans nearest the continent they live in and surrounding seas. To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. Locate and name the capital cities of the four countries of the UK on a map of this area. To know that a capital city is the city where a country's government is located. Identify and name characteristics (both human and physical including habitats) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.

Year 1	Year 2
Place Knowledge	
To know the weather elsewhere in the world is often different to ours. To know that the weather elsewhere in the world often has similarities to ours.	Describe and begin to explain some key similarities and differences between their local area and a small area of a contrasting non-European country (Kenya). Describe what physical features may occur in a hot place in comparison to a cold place. To know some similarities and differences between their local area and a contrasting non-European country (Kenya). Explore geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (*Bristol vs Berrow/Burnham).* Compare geographical similarities and differences through studying the human and physical geography of different habitats and local landmarks.
Year 1	**Year 2**
Human and Physical Geography	
Know that the North and South Poles are cold and the Equator is hot. Describe how the weather changes with each season in the UK. Describe the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. To know the four seasons of the UK and that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. Recognising some physical features in their locality and name key landmarks, e.g. SS Nornen, Berrow Beach, Apex Park, Burnham Lighthouse. To know that physical features means any feature of an area that is on the Earth naturally. Begin to compare the local town, countryside and seaside. Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather. Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. Recognise some human features in their locality. To know that human features means any feature of an area that was made or built by humans. Describe the key physical features of a coast using subject specific vocabulary. To know that coasts (and other physical features) change over time.	Locate some hot and cold areas of the world, the Equator and North and South Poles in relation to on another on a world map. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South Poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To know some key physical and human features of the UK and how they may change over time. Describe and understand the differences between a city, town and village. To know that a sea is a body of water that is smaller than an ocean.

Year 1	Year 2
Geography Skills and Fieldwork	
Questions: Ask questions about the world/weather around them. **Observe:** Comment on the features they see in their school and school grounds and changes in season. **Measure:** Ask and answer simple questions about the changes of season and features of their school and school grounds. **Record:** Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. **Present:** Use a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features and seasonal changes Use an atlas to locate the UK Use a map of the UK to locate the four countries. Begin to use an atlas to locate the four capital cities of the UK. Use a world map and globe to locate two of the world's seven continents (Europe and Asia). Use an atlas to locate the Atlantic Ocean and Pacific Ocean. Use and interpret simple weather maps and symbols. Drawing freehand weather maps using simple pictures or symbols. Recognise local landmarks on aerial photographs . Recognise basic human and physical features on aerial photographs. Draw freehand maps (of real or imaginary places) using simple pictures or symbols. Draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Add labels to sketch maps. Use simple picture maps and plans to move around the school. Use directional language to describe the location of objects in the classroom and playground. Use directional language to describe features on a map in relation to other features (real or imaginary). Respond to instructions using directional language to follow routes. Respond to use the compass points (N, E, S, W) to describe the location of features on a map.	**Question:** Recognise there are different ways to answer a question. **Observe**: Discussing the features they see in the area surrounding their school when on a walk. Ask and answer simple questions about human and physical features of the area surrounding their school grounds. **Measure**: Collect quantitative data through a small survey of the local area/school to answer an enquiry question. **Record**: Classify the features they notice into human and physical with teacher support. Take digital photographs of geographical features in the locality. Make digital audio recordings when interviewing someone. **Present**: Presenting data in simple tally charts or pictograms and commenting on what the data shows. Ask and answer simple questions about data. Recognise why maps need a title. Use an atlas to locate the four capital cities of the UK. Use a world map, globe and atlas to locate all the world's seven continents and five oceans. Use simple locational language and the compass points (N, E, S, W) to describe the location of features on a map, to describe the route on a map and to plan a route in the playground or school grounds. Use a map to follow a prepared route. Recognise landmarks of a city, human features and physical features of areas studied on aerial photographs and plan perspectives. Draw a map and use class agreed symbols to make a simple key. Draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Find a given OS symbol on a map with support. Begin to draw objects to scale (e.g. show the school playground is smaller than the school or school field). Use an aerial photograph to draw a simple sketch map using basic symbols for a key.

Key stage 2 Pupils should be taught to:

Locational knowledge

♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

♣ 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

Human and physical geography

♣ describe and understand key aspects of:

♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

♣ 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.

Lower Key Stage 2	
Year 3	**Year 4**
Locational Knowledge	
Locate some counties and cities in the UK (local to school and near by settlements) To know the main types of land use and types of settlement. Identify how topographical features studied have changed over time using examples. Describe how a locality has changed over time, giving examples of both physical and human features. Locate major cities of the countries studied (Egypt). Locate some key physical and human features in countries studied on a map. Locate some of the world's most significant rivers.	Locate some countries in Europe. Locate major cities, countries and locations in the United Kingdom; mapping how the Romans invaded Britian referring to other geographical regions in Europe. Find the position of the Equator and describe how this impacts our environmental regions. Find lines of latitude and longitude on a globe. Identify the position of the Tropics of Cancer and Capricorn and their significance; countries with the hottest climates. Identify the position of the Northern and Southern hemispheres and explain how they shape our seasons. Identify the position and significance of both the Arctic and Antarctic Circle.

	To know that countries near the Equator have less seasonal change than those near the Poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. Locate the world's most significant mountain ranges and volcanoes (Ring of Fire) on a world map.
Year 3	**Year 4**
Place Knowledge	
Describe and begin to compare the similarities and differences between two regions studied (Cheddar Gorge and Skara Brae). Describe how and why humans have responded in different ways to their local environments. Describe and explain how people who live in a contrasting physical area (Egypt) may have different lives to people in the UK.	Discuss how climates have an impact on trade, land use and settlement including different European countries. Explain what measures humans have taken in order to adapt to survive in cold places. To know the positive and negative effects of living near a volcano and the positive and negative effects an earthquake can have on a community.
Year 3	**Year 4**
Human and Physical Geography	
Identify and recall human and physical features in relation to land use including trade links, distribution of natural resources (energy), electrical networks within the local area e.g. pylons, Hinkley point and understand how some of these aspects have changed over time (mapping how electricity travels to their homes/school). Understand the land use of the local area. Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations). Name and describe types of settlement and land use. Explain how a settlement and community has grown in a particular location. Begin to discuss why different locations have different human and physical features. Explain how people might choose to prefer to live in an urban or rural place (building upon knowledge in Y2 – City of Bristol to comparing Skara Brae and Cheddar Gorge) . Start to describe how humans can impact the environment both positively and negatively, using examples.	Begin to explain why different locations have different human features. Identify and name key physical and human features of the continent of Europe. Understand some of the causes of climate change and the impact upon survival. Describe how physical features, such as mountains and rivers are formed, and how volcanoes and earthquakes occur. Describe where volcanoes, earthquakes and mountains are located globally. Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Know the different types of mountains and volcanoes and how they are formed. Describe how humans use water in a variety of ways. Know that the water cycle is a process which moves and stores water around our Earth (and to be able to name these.) Begin to locate the world's biomes.

Know an urban place is somewhere near a town or city and rural place is somewhere near the countryside. Know that a natural resource is something that people can use which comes from the natural environment. Know the UK grows food locally and imports food from other countries. Know the course and key features of a river.	Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. Know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates. Know the world's different climate zones; areas of the world with similar climates. Know that climates can influence the foods able to grow.
Year 3	**Year 4**
Geography Skills and Fieldwork	
Question: Begin to choose an approach to answer an enquiry question **Observe**: : Make a plan for how they wish to collect data. Map land use in a small local area using maps and plans. Observe and name geographical features in their local environments. **Measure**: Use simple sampling techniques appropriately, design a questionnaire to collect quantitative fieldwork data. **Record**: Take digital photos and labelling or captioning them. Make annotated sketches and freehand maps to record observations during fieldwork **Present**: Present data using graphs, presentations and writing when sharing geographical findings. Suggest different ways that a locality could be changed and improved. Begin to use maps at more than one scale. Use atlases, maps, globes and begin to use satellite and digital images to locate the UK and countries studied. Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied. Find countries and features of countries in an atlas using contents and index. Explore zooming in and out of a digital map. Begin to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Begin to locate features using the 8 points of a compass. Use a simple key on their own map to show an example of both physical and human features. Follow a route on a map using directional language and knowing how to locate N, E, S, W on an OS map. Make and use a simple route on a map. Label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied (UK and Egypt).	**Question**: Begin to choose the best approach to answer an enquiry question. **Observe**: Explain chosen plan for collecting data. Observe, record, and name geographical features in their local environments. Ask and answer one- step and two-step geographical questions. **Measure**: Make digital audio recordings for a specific purpose. Design a questionnaire / interviews to collect quantitative fieldwork data. **Record**: : Make annotated sketches, field drawings and freehand maps to record observations during fieldwork. Begin to use a simplified Likert Scale to record their judgements of environmental quality. Use a questionnaire/interviews to collect qualitative fieldwork data. **Present**: Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Find answers to geographical questions through data collection. Analyse and present quantitative data in charts and graphs. Use maps at more than one scale. Use atlases, maps, globes and satellite images and to use digital mapping to locate countries studied. Use atlases, maps, globes and digital mapping to recognise and describe physical features and human features in countries studied, changes in climate and the water cycle. Use the scale bar on a map to estimate distances. Find countries and features of countries in an atlas using contents and index – linking trade and invasion across Europe. Confidently zoom in and out of a digital map. Use the key on an OS map to name and recognise key physical and human features in regions studied. Locate features using the 8 points of a compass. Follow a route on a map with some accuracy using geographical language precisely. Label features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied (across Europe).

Upper Key Stage 2

Locational Knowledge

Year 5	Year 6
Locate and name countries, major cities in Europe and North and South America using maps. Know the geographical similarities and differences through the study of human and physical geography, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of a region in a European country. Locate key human and physical features in countries studied including: types of settlement, land use, economic activity, trade links and the distribution of natural resources including energy, food, minerals and water. Identify significant environmental regions on a map. To name and describe some of the world's vegetation belts (ice, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). Use maps to show the distribution of the world's climate zones, biomes and vegetation belts. Identify key physical and human characteristics of the geographical regions in the UK and Europe understanding how land-use has changed over time using examples. Explain why a locality has changed over time. Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Use longitude and latitude when referencing location in an atlas or on a globe. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zone.	To locate and name many counties and cities in the UK and Europe (including Russia), North and South America using maps. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities involved in world conflict. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in relation to world conflict. Identify key physical and human characteristics of the geographical regions in the UK and the wider world. Understand how land-use has changed over time using examples. Explain why a locality has changed over time, giving examples of both physical and human features.

Place Knowledge

Year 5	Year 6
Describe similarities and differences between two environmental regions studied. Explain how humans have responded in different ways to their local environments in two contrasting regions.	Describe and explain similarities and differences between two environmental regions studied. Explain how and why humans have responded in different ways to their local environments in two contrasting regions. Understand how climates impact on trade, land use and settlement. Explain how humans have used desert environments. Use maps to explore wider global trading routes.

Year 5	Year 6
Human and Physical Geography	
Describe and understand the key aspects of the six biomes. Describe and understand the key aspects of the six climate zones. Understand some of the impacts and causes of climate change. Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Know vegetation belts are areas of the world that are home to similar plant species. Name and describe some of the world's vegetation belts. Know why the ocean is important. Know which factors are considered before people build settlements. Know migration is the movement of people from one country to another.	Describe and understand economic activity including trade links. Suggest reasons why the global population has grown significantly in the last 70 years. Describe the 'push' and 'pull' factors that people may consider when migrating. Understand the distribution of natural resources both globally and within a specific region or country studied. Recognise geographical issues affecting people in different places and environments. Describe and explain how humans can impact the environment both positively and negatively, using examples. Know the global population has grown significantly since the 1950s. Know that natural resources can be used to make energy. Know some positive and negative impacts of humans on the environment.
Year 5	**Year 6**
Geography Skills and Fieldwork	
Question: Develop own enquiry questions. **Observe**: Make sketch maps of areas studied including labels and keys where necessary. **Measure**: Select appropriate methods for data collection. Design interviews/questionnaires to collect qualitative data. Begin to use standard field sampling techniques appropriately. **Record**: Use a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. **Present**: Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Confidently use and understand maps at more than one scale. Use atlases, maps, globes and digital mapping to locate and describe physical and human features countries studied. Identify and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Use the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognise the difference between Ordnance Survey and other maps. Begin to use thematic maps to recognise and describe human and physical features studied.	**Question**: Develop own enquiry questions. Choosing the best approach to answering an enquiry question. **Observe**: Make sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. **Measure**: Select appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Use field sampling techniques appropriately. **Record**: Use GIS (Geographical Information Systems) to plot data sets onto base maps which can then be analysed. Use a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpret and use real-time/live data. To identify and mitigate potential risks during fieldwork. **Present**: Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Draw conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluate evidence collected and suggest ways to improve this. Analyse quantitative data in pie charts, line graphs and graphs with two variables. Use atlases, maps, globes and digital mapping to locate and describe physical and human features across the world. Identify, analyse and ask questions about distributions and relationships between features using maps (e.g settlement distribution). Use the scale bar on a map to calculate distances. Recognise an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Select a map for a specific purpose.

Begin to select a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Use a 4 and 6-figure grid references to locate features on a map in regions studied. Confidently locate features using the 8 points of a compass. Begin to follow a short pre-prepared route on an OS map using 8 compass points.	Use thematic maps to recognise and describe human and physical features studied. Confidently use the key on an OS map to name and recognise key physical and human features in regions studied across the world. Accurately use 4 and 6-figure grid references to locate features on a map in regions studied. Plan a journey to another part of the world using six figure grid references and the eight points of a compass. Follow a short pre-prepared route on an OS map using 8 compass points.