



Barnburgh Primary Academy

Geography

Progression Document



INTENT

'The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents, and in the end, it's about using all that knowledge to help bridge divides and bring people together.'

Barack Obama

At Barnburgh Primary Academy, we aim to inspire pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching geography in our curriculum is vital as it helps our children develop a comprehensive understanding of the world around them, including natural landscapes, cultural diversity, and global interconnections. Geography fosters critical thinking and analytical skills by encouraging our children to examine spatial relationships and consider the environmental and social impacts of human activities. Furthermore, an appreciation for geography cultivates a sense of global citizenship, empowering our children to engage with pressing issues such as climate change, urbanisation, and resource management. In doing so, we aim to inspire Truly Great geographers who are equipped with the knowledge and skills to address challenges and contribute positively to their communities and the planet.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary Academy. Our Geography curriculum is underpinned by our Core Values in the following ways:

COURAGE

We teach our children to show courage in Geography by encouraging them to question, investigate, and explore the unknown. Through enquiry-based learning and fieldwork, pupils develop the confidence to express their ideas, share opinions, and consider multiple perspectives about the world around them. They learn that making mistakes or encountering challenges in enquiry is part of the process of discovery.

PERSEVERANCE

We teach our children perseverance in Geography by guiding them to work through complex problems and investigations. Whether analysing data, interpreting maps, or conducting fieldwork, pupils learn that geographical understanding takes time, practice, and resilience. They are encouraged to revisit and refine their conclusions as their knowledge deepens.

AMBITION

We teach our children ambition in Geography by inspiring them to explore beyond their immediate experience. From studying their local area to learning about contrasting global regions, pupils are motivated to broaden their horizons and develop a sense of responsibility towards the wider world. We encourage them to think big — about the planet, its people, and their own role within it.

RESPECT

We teach our children respect in Geography by helping them value the diversity of people, places, and cultures around the world. Pupils learn that every community and environment is unique and significant. Through geographical study, they come to understand the importance of caring for our planet and respecting both natural environments and human differences.

INDEPENDENCE

We teach our children independence in Geography by enabling them to take ownership of their learning through enquiry and investigation. Pupils learn to ask meaningful questions, collect and interpret evidence, and draw conclusions based on their findings. This empowers them to think critically, solve problems, and make informed decisions about real-world issues.



Implementation

HOW WE TEACH GEOGRAPHY IN EYFS

Geography in the EYFS is taught through play, exploration, and first-hand experiences that help children make sense of their immediate environment and the wider world. Children learn to identify and describe familiar places such as their school and local area, notice natural features like weather and seasons, and compare different places through stories and discussions.

| LOCATIONAL KNOWLEDGE | PLACE KNOWLEDGE | HUMAN AND PHYSICAL GEOGRAPHY | GEOGRAPHICAL SKILLS & FIELDWORK |
|---|--|--|--|
| <p>Throughout the year:</p> <ul style="list-style-type: none"> Children explore their immediate environment and begin to name familiar places such as home, school, and local landmarks. They start recognising simple maps and globes to talk about where they live and the wider world. <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Maps, globes, and atlases are available in play areas for children to explore freely. Small world play (e.g. farm, town, transport sets) encourages children to talk about and compare different locations. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Adult-led discussions and story maps help children identify their own location in the world. Teachers model use of geographical language such as near/far, left/right, and local place names. | <p>Throughout the Year:</p> <ul style="list-style-type: none"> Children learn about places that are special to them and others, developing an awareness of similarities and differences between environments. They explore local features such as parks, roads, and buildings. <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Role play and small world setups reflect familiar and contrasting places (e.g. seaside, countryside, city). Photographs and maps invite discussion about how places look and what makes them unique. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Stories, videos, and visits are used to compare their own locality with others in the UK and the wider world. Adults introduce vocabulary such as town, village, country, and world. | <p>Throughout the Year:</p> <ul style="list-style-type: none"> Children notice and describe seasonal changes and natural features like weather, trees, and animals. They begin to understand how people influence and use their environment. <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Outdoor learning allows children to observe weather, plants, and habitats firsthand Water trays, sand areas, and nature zones provide opportunities to talk about landforms and materials. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Teachers guide children to describe physical features (hills, rivers, forests) and human ones (houses, shops, roads). Class discussions link to weather charts, recycling, and caring for the environment. | <p>Throughout the Year:</p> <ul style="list-style-type: none"> Children use simple maps and photos to find and describe locations. They take part in walks around the school and local area to build awareness of space and direction. <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Construction and small world play include map-making, route building, and directional language. Clipboards and drawing materials are available for children to record what they see outdoors. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Guided fieldwork helps children use positional language and simple symbols on maps. Teachers model how to create simple maps and plans of familiar places like the classroom or playground. |

HOW WE TEACH GEOGRAPHY IN KEY STAGE 1 AND KEY STAGE 2

In Key Stage One, Geography is taught through practical, engaging lessons that build on pupils' curiosity about the world. Children explore their local area and the wider world, using maps, photographs, and simple fieldwork to identify human and physical features. They learn to name and locate the countries of the United Kingdom, continents, and oceans, and begin to compare places using geographical vocabulary.

In Key Stage Two, Geography teaching deepens pupils' understanding of the Earth's physical and human processes. Through mapwork, enquiry, and field studies, pupils investigate regions of the UK, Europe, and the wider world. They explore topics such as climate, rivers, volcanoes, settlements, and trade, developing their ability to interpret data, explain patterns, and consider how people and environments are interconnected.

| LOCATIONAL KNOWLEDGE | PLACE KNOWLEDGE | HUMAN AND PHYSICAL GEOGRAPHY | GEOGRAPHICAL SKILLS & FIELDWORK |
|--|--|---|--|
| <p>Throughout the Year:</p> <ul style="list-style-type: none"> Pupils continually develop their awareness of the world around them through regular map use, discussions about current events, and links to other subjects such as history and science. They learn to locate and name countries, continents, oceans, and major cities, building a sense of scale and global awareness. Teachers link geographical knowledge to children's own lives, helping them recognise their place within the wider world. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Classroom maps, globes, and atlases are used regularly to revisit and reinforce geographical names and locations. Interactive displays or digital maps allow children to explore the world beyond their immediate surroundings. Retrieval activities and quizzes help children recall key locational facts, such as continents, capital cities, or major landmarks. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Children identify the UK and its four countries, capital cities, and surrounding seas, using maps and atlases. Years 3–4: Pupils locate European countries and key geographical features, such as rivers, mountains, and climate zones. Years 5–6: Learners identify world regions, hemispheres, and latitude/longitude, using maps, digital tools, and globes to understand spatial patterns. Teachers model how to use atlases, maps, and compasses, and pupils practise reading map symbols and coordinates appropriate to their stage. | <p>Throughout the Year:</p> <ul style="list-style-type: none"> Pupils deepen their understanding of similarities and differences between places, cultures, and environments through cross-curricular and topic-based learning. They explore how physical and human features shape different locations and how these influence the lives of people who live there. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Classrooms include world maps and local maps for children to compare different places studied throughout the year. Continuous access to digital maps or interactive globes supports independent enquiry and revisiting of previous learning. Displays and retrieval tasks highlight connections between places studied across year groups. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Children study their local area and a contrasting location, identifying key similarities and differences in environment and lifestyle. Years 3–4: Pupils compare a region in the UK with a contrasting European or non-European location, examining how geography affects culture and daily life. Years 5–6: Learners investigate places in greater depth, considering trade, economy, environmental factors, and global interdependence. Teachers use photographs, videos, stories, and maps to support comparative studies, encouraging children to use geographical vocabulary accurately. | <p>Throughout the Year:</p> <ul style="list-style-type: none"> Pupils develop their understanding of natural and human processes through seasonal studies, current global issues, and local environment links. Teachers use real-life contexts — such as climate change, deforestation, and urbanisation — to make geography meaningful and relevant. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Weather charts, climate maps, and outdoor observations encourage ongoing discussion about physical features and seasonal change. Displays and classroom prompts include key vocabulary such as <i>mountain</i>, <i>river</i>, <i>settlement</i>, <i>population</i>, and <i>climate zone</i>. Pupils revisit and apply understanding of physical and human features when exploring new geographical themes. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Pupils identify simple physical and human features such as beaches, mountains, cities, and farms. Years 3–4: They study processes such as the water cycle, rivers, volcanoes, and earthquakes, as well as land use and settlement types. Years 5–6: Pupils investigate more complex systems like biomes, trade links, and climate change, considering how humans adapt to and influence their environment. Teachers use diagrams, practical demonstrations, and case studies to help pupils explain geographical processes and their impact. | <p>Throughout the Year:</p> <ul style="list-style-type: none"> Fieldwork, observation, and map-reading are integrated regularly into geography and cross-curricular learning. Pupils use both paper and digital maps, compasses, and data collection tools to investigate geographical questions. Opportunities for outdoor learning build spatial awareness and real-world application of skills. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Map skills are embedded through displays, classroom atlases, and the regular use of directional language. Children use digital technology, such as Google Earth or interactive mapping, to revisit and explore studied locations. Regular retrieval and practical application of fieldwork skills ensure knowledge is retained and built upon each year. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Pupils use simple maps and aerial photographs to identify landmarks and create their own basic maps using symbols and keys. Years 3–4: Children conduct local fieldwork, record data, and use compass directions, grid references, and keys with greater accuracy. Years 5–6: Pupils carry out independent fieldwork enquiries, collecting, analysing, and presenting data using graphs, digital maps, and written reports. Teachers explicitly teach mapping conventions, compass use, and data recording methods, ensuring a progressive build-up of fieldwork competence |



Impact

General Assessment Principles Across All Ages

- **Formative Assessment:** Ongoing observations, questioning, and informal feedback during lessons.
- **Summative Assessment:** Reviews of geography books including 'What I know now' end of unit mind map assessments and assessments against programmes of study on Sonar.
- **Pupil Involvement:** Encouraging children to self-assess and reflect on their geographical learning journey, discussing how their knowledge of people, places, and environments is developing.
- **Contextualised Judgement:** Considering individual starting points and development, valuing curiosity, reasoning, and understanding of key concepts as much as factual recall.

| EYFS | KS1 | LOWER KS2 | UPPER KS2 |
|--|--|--|---|
| <p>In Early Years, assessment focuses on curiosity about the world, awareness of place, and exploration of their local environment. Children begin to notice patterns, similarities, and differences in the world around them. The focus is on observing how children talk about and interact with their surroundings.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Curiosity and engagement with their surroundings. • Ability to describe simple features of places (e.g., 'my house is near the park'). • Awareness of similarities and differences between environments (e.g., hot/cold, town/country) • Beginning to use words related to place and direction (near, far, up, down). <p>Assessment methods:</p> <ul style="list-style-type: none"> • Observations of children during play and exploration. • Annotated photographs and pupil voice evidence. • Use of the <i>Development Matters</i> and <i>Birth to 5 Matters</i> frameworks to track progress towards Early Learning Goals. | <p>At Key Stage 1, assessment focuses on developing locational knowledge and geographical skills. Pupils begin to identify features of their local area, describe different places, and use simple maps and directional language.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Use of basic geographical vocabulary (beach, hill, river, town, etc.) • Ability to use simple maps, globes, and aerial photographs. • Awareness of local and global locations (e.g., the UK and a contrasting non-European country). • Ability to ask and answer simple geographical questions ("What is it like there?"). <p>Assessment methods:</p> <ul style="list-style-type: none"> • Review of classwork, map drawings, and simple fieldwork tasks • Oral questioning and peer discussion to assess understanding • Comparison of early and later work to identify progress in vocabulary and confidence. | <p>At Lower Key Stage 2, assessment focuses on deepening understanding of the world's physical and human features. Pupils apply map skills, use fieldwork to collect data, and explore how natural processes shape environments.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Confident use of maps, atlases, and digital tools to locate countries and features. • Understanding of physical processes such as the water cycle, volcanoes, and rivers. • Recognition of human processes such as settlement, trade, and land use. • Application of enquiry skills through observation, data collection, and interpretation. <p>Assessment methods:</p> <ul style="list-style-type: none"> • Review of workbooks, fieldwork notes, and enquiry projects • Use of success criteria linked to National Curriculum objectives. • Pupil self-assessment and reflection on enquiry outcomes. | <p>At Upper Key Stage 2, assessment focuses on mastery of geographical concepts, enquiry, and critical thinking. Pupils analyse patterns, explain human and physical processes, and use data to draw conclusions about local and global issues.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Secure understanding of complex geographical processes and patterns (e.g., climate zones, biomes, economic activity). • Confident use of maps, graphs, and digital data to interpret information. • Understanding of how human actions impact the environment and sustainability. • Ability to evaluate evidence, form conclusions, and communicate findings clearly. <p>Assessment methods:</p> <ul style="list-style-type: none"> • Portfolio assessment including extended written responses and enquiry reports. • Evaluation against National Curriculum attainment targets. • Peer and self-assessment to reflect on how their understanding of global issues has developed. |



Statutory Links

Birth to 5 Matters & Early Learning Goals

EYFS

Understanding the World – Geography

Early Learning Goal (ELGs)

These are taken from the Statutory Framework for the EYFS (2021).

By the end of the EYFS, children should be able to:

- Explore the natural world around them, making observations and commenting on features of their environment.
- Understand similarities and differences in relation to places, objects, materials, and living things.
- Talk about where they live, local places, and features in their immediate environment.
- Recognise changes over time in their environment (e.g., seasons, weather, construction, growth).

Developmental Progression (Birth to 5 Matters)

Geography (Typically observed from 3–4 years onwards through to Reception):

- Notices and comments on features of their immediate environment, both natural and man-made.
- Explores maps, globes, and plans in play, understanding that they represent real places.
- Talks about where they live, local landmarks, and journeys they take.
- Understands simple spatial concepts such as 'near/far,' 'up/down,' 'in/on/under.'
- Identifies similarities and differences between places, environments, and communities.
- Observes weather, seasons, and natural changes, noticing patterns over time.
- Uses imaginative play to recreate real or imagined locations, incorporating props and role play.

Linked Areas of Learning

Communication and Language

- Learns and uses vocabulary related to places, landscapes, weather, and location.
- Uses talk to explain observations and describe journeys or features of a place.
- Retells experiences of visiting or observing different places.

Physical Development

- Uses tools and materials (magnifying glasses, binoculars, compasses, maps) to explore the world.
- Develops fine motor skills when drawing maps, creating models of landscapes, or marking features on plans

National Curriculum Programmes of Study for Geography

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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, 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
- 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

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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 OSmaps) 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



Locational Knowledge

Curriculum Link with Maths: Measurements (year 6)

We teach locational knowledge by exploring the places, regions, and features of the world, helping children understand how geography shapes the way people live. By studying countries, cities, landmarks, and physical environments, children are encouraged to make connections, ask questions, and develop confidence in their mapping and spatial skills. This approach fosters curiosity while building a strong foundation in geographical knowledge and understanding of the wider world.

KNOWLEDGE PROGRESSION MAP FOR LOCATIONAL KNOWLEDGE

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|--|--|--|--|--|--|
| <p>Children will know:</p> <ul style="list-style-type: none"> the library, hall, classrooms, playground are all places in our school. That in our outdoor area we have a mud kitchen, building area, water area, sand area and bikes etc That our school name is Barnburgh Primary Academy That our school is on Church Lane in Barnburgh That geographical features in the story Going on a Bear Hunt are: grass, river, mud, forest, snowstorm, cave, | <p>Children will know:</p> <ul style="list-style-type: none"> That there are seven continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia That UK stands for United Kingdom That the United Kingdom is made up of England, Northern Ireland, Wales and Scotland That a map present information about the world in a simple, visual way That a globe is a 3D model of Earth That Spain is on the continent of Europe | <p>Children will know:</p> <ul style="list-style-type: none"> That the four oceans are called the Atlantic, Pacific, Indian and Arctic That the UK is bordered by four seas That the four seas are called the English Channel, the North Sea, the Irish Sea and the Atlantic Ocean That the Earth's equator is the imaginary line that runs around the centre of the globe That the hottest city is Death Valley in California, USA That the coldest city is Yakutsk in Russia | <p>Children will know:</p> <ul style="list-style-type: none"> That an index is an alphabetized list of words in the book with their corresponding page numbers That an atlas is a book that shows a variety of different maps at different scales That landmarks are features or structures around the world that are easily recognised or unique That the Tower of Hercules is an ancient Roman lighthouse in Spain | <p>Children will know:</p> <ul style="list-style-type: none"> That physical characteristics are things on Earth that have been formed naturally That human characteristics are things on Earth that are man made That a vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation. That climate zones are areas that have their own distinct climate The biomes are areas of the planet with a similar climate and landscape, where similar animals and plants live That Russia is in North Asia, bordering the Arctic Ocean, between Eastern Europe and the North Pacific Ocean | <p>Children will know:</p> <ul style="list-style-type: none"> How to identify physical features on a map How to identify human features on a map WaterAid is a charity that transforms lives by improving access to clean water, hygiene and sanitation in the world's poorest communities That many of the east coast regions in the UK are also prone to flooding, particularly areas such as Hull and Great Yarmouth. This is mainly due to storm surges caused by strong winds pushing the North Sea waters towards the coast. | <p>Children will know:</p> <ul style="list-style-type: none"> That there are 24 time zones That the globe is split into time zones using imaginary lines called meridians. They run from the North Pole to the South Pole, crossing lines of latitude That there is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich That the Prime Meridian splits the world into eastern and western hemispheres Significant buildings from the Tudor times that still remain today. Places where Henry VIII lived in London. That lines of latitude and longitude are a system of imaginary lines that are used to describe the location of any place on Earth. Lines of latitude run from West to East. Lines of longitude run from north to south. |

SKILLS PROGRESSION MAP FOR LOCATIONAL KNOWLEDGE

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|--|--|--|---|--|
| <p>Children will be able to:</p> <ul style="list-style-type: none"> Name and locate areas around EYFS and grounds and recognise features Recognise geographical features in stories: - e.g., we're going on a bear hunt. There is grass, mud, a cave. Name and locate areas around our school setting and the grounds. Name our school, the road it is on and that it is located in Barnburgh Recognise and name the different areas and places in our school e.g., playground, hall, library, school office etc. Name, locate and recognise features in our school setting and the grounds on a walk around the school and grounds such as trees, grass/field, building, classroom, path etc. Name the village they live in e.g Barnburgh | <p>Children will be able to:</p> <ul style="list-style-type: none"> Name and locate the 7 continents. Name and locate the four countries of the UK and their capital cities. Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing Draw and label pictures to show location Name the continent Spain is in Identify where Spain is on a world map and globe | <p>Children will be able to:</p> <ul style="list-style-type: none"> Name and locate the 4 oceans using maps and globes Name and locate the seas that surround the UK Identify cities in the contrasting countries Use both maps and globes, identify the coldest places in the world – The North and South pole Make predictions about where the hottest places in the world are Identify the equator and locate the places on the Equator which are the hottest Name the hottest and coldest place in the world Identify the hottest and coldest place on a world map and globe | <p>Children will be able to:</p> <ul style="list-style-type: none"> Use an index Explain what a landmark is Locate countries, cities and landmarks using Google Maps Locate countries, cities and landmarks on a globe Locate countries, cities and landmarks in an atlas | <p>Children will be able to:</p> <ul style="list-style-type: none"> Locate world's countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between South America and England). Describe their location in relation to the equator, tropics, hemispheres and the poles Suggest reasons for their location Identify where Russia is on a world map and globe | <p>Children will be able to:</p> <ul style="list-style-type: none"> Locate physical features on a map Locate human features on a map Describe their location in relation to land use and look for patterns in the locations Locate countries where there are dangerous waters which WaterAid help with Identify on a map where in the UK are prone to flooding Locate the seas around the UK, and counties which suffer flooding Identify where North America, South America and Mexico are on a world map and a globe | <p>Children will be able to:</p> <ul style="list-style-type: none"> Compare maps over time. Understand how time zones are shown on a map. Identify a range of towns, cities, countries and continents using an atlas and other maps Identify significant buildings from the Tudor times that still remain today. Locate some of the places where Henry VIII lived in London. Identify what lines of longitude and latitude are and what they are used for. |

VOCABULARY PROGRESSION MAP FOR LOCATIONAL KNOWLEDGE

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|--|---|---|---|---|
| <p>Areas Features Barnburgh Church Lane Playground Library School office Dinner Hall Trees Grass Field Building Classroom Path</p> | <p>Asia Africa North America South America Antarctica Europe Australia United Kingdom England/ Ireland/ Scotland/ Wales London Edinburgh Cardiff Belfast Map Globe Countries Capital Cities</p> | <p>Pacific Atlantic Indian Arctic English Channel North Sea. Irish Sea Map Globe North Pole South Pole Equator</p> | <p>Index Atlas Landmark Google maps</p> | <p>Environmental changes Physical characteristics Human characteristics Vegetation belts Climate zones Biomes Tropics Hemispheres</p> | <p>Physical geographical features Patters WaterAid flooding</p> | <p>Compare Time zones Meridian Tower of London Globe Theatre Hampton Court Palace Lambeth Palace Lady Chapel, Westminster Abbey Windsor Castle St James' Palace Westminster Palace Eltham Palace Longitude Latitude</p> |

STICKY KNOWLEDGE FOR LOCATIONAL KNOWLEDGE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|--|---|---|--|--|
| <ul style="list-style-type: none"> • Name the areas in the story 'We're going on a bear hunt'. Grass, river, mud, forest, snowstorm and cave • What is the name of our school and what street is it on? Barnburgh Primary Academy, Church Lane • Name some areas in our school. Library, school hall, WALT's Wood etc • Where do you live? In Barnburgh | <ul style="list-style-type: none"> • Name the seven continents. Asia, Africa, North America, South America, Antarctica, Europe, and Australia • What does the 'UK' stand for? United Kingdom • What countries is the 'UK' made up of? England, Northern Ireland, Scotland and Wales | <ul style="list-style-type: none"> • Name the four oceans. Atlantic, Pacific, Indian, and Arctic. • Name the four seas that border the United Kingdom. English Channel, North Sea, Irish Sea and the Atlantic Ocean. • What is the name of the imaginary line that runs around the centre of the globe? The equator • Name the hottest city in the world. Death Valley, California • Name the coldest city in the world. Yakutsk in Russia | <ul style="list-style-type: none"> • What is the name of the alphabetized list of words in the book with their corresponding page numbers? An index • Which book shows a variety of different maps at different scales? An atlas • What are landmarks? An object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location. • What is the name of the landmark that is the ancient Roman lighthouse in Spain? Tower of Hercules | <ul style="list-style-type: none"> • What are physical characteristics? Things on Earth that have been formed naturally • What are human characteristics? Things on Earth that are man made • What is the name of an area with distinct plant types, determined by climate, soil, drainage and elevation? Vegetation belt • What is the name of areas on the planet with a similar climate and landscape, where similar animals and plants live? Biomes • That Russia is in N_____A_____. Northern Asia | <ul style="list-style-type: none"> • What is WaterAid? Wateraid is a charity that provides clean water, decent toilets and hygiene knowledge to people who don't yet have access to them1 • Where in the UK is prone to flooding? Hull and Great Yarmouth • Why do these places flood? Due to storm surges caused by strong winds pushing the North Sea waters towards the coast. • Mexico takes up the southern part of N_____A_____. North America | <ul style="list-style-type: none"> • What are time zones? Time zones are divided by imaginary lines called meridians. They run from the North Pole to the South Pole. There are 24 time zones. One for each hour of the day • What is the Prime Meridian? The prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere. • What are lines of longitude and latitude? Imaginary lines that are used to describe the location of any place on Earth. Lines of latitude run from West to East. Lines of longitude run from north to south. • Where did Henry VIII live in London? Tower of London, Globe Theatre, Hampton Court Palace, Lambeth Palace, Lady Chapel, Westminster, Abbey, Windsor Castle, St James' Palace, Westminster Palace and Eltham Palace |



Place Knowledge

We teach place knowledge by exploring the unique characteristics of different places, helping children understand what makes each location special. By studying local areas as well as places further afield, children are encouraged to observe, compare, and discuss human and physical features, developing confidence in describing and understanding their surroundings. This approach fosters curiosity while building a deeper awareness of the diversity of places and the people who live there.

KNOWLEDGE PROGRESSION MAP FOR PLACE KNOWLEDGE

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|--|--|---|---|--|
| <p>Children will know:</p> <ul style="list-style-type: none"> That we live in England and there are lots of other countries e.g India. Differences between India and England are : India is a hot, dry country and is highly populated. That a similarity is the English language is becoming increasingly popular in India 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 (Barnburgh and a village in India) That seasons are different in England and India That India is a hot dry county. | <p>Children will know:</p> <ul style="list-style-type: none"> That comparing means to look at things that are the same and things that are different That the capital of Spain is Madrid That human features in Spain are Sagrada Familia in Barcelona, the Alhambra in Granada and the Plaza de España found in Seville That the physical features of Spain are that is high and dry surrounded by mountain ranges That rivers run to the coasts, creating good farmland. | <p>Children will know:</p> <ul style="list-style-type: none"> That comparing means to look at things that are the same and things that are different That questions can further their understanding That lifestyle is the interests, opinions and behaviours, of an individual, group, or culture That climate means the weather conditions That human features in China are The Great Wall of China, The Forbidden Palace/city, The terracotta Army, Tiananmen Square, Beijing Olympic Park (The bird's nest) That the physical features of China are Yangtze River, Yellow River, mountain range such as Mount Everest | <p>Children will know:</p> <ul style="list-style-type: none"> That physical feature are things on Earth that have been formed naturally That human feature are things on Earth that are man made That similarities are things that are the same That differences are things that are different That an aerial photograph is one taken from above That a key is a guide which explains what the symbols on the map mean. It is usually at the side of the map That there are geographical similarities and differences between the river Thames and the river Nile | <p>Children will know:</p> <ul style="list-style-type: none"> That physical feature are things on Earth that have been formed naturally That human feature are things on Earth that are man made That similarities are things that are the same That differences are things that are different That lifestyle is the interests, opinions and behaviours, of an individual, group, or culture That the 2004 Boscastle flood occurred on Monday, 16 August 2004 in the two villages in Cornwall, England, United Kingdom. The villages suffered extensive damage after flash floods caused by an exceptional amount of rain that fell over eight hours that afternoon That Calgary is a dry climate, and can experience unpredictable swings in the weather from heavy rains leading to floods to many weeks of dry temperatures and little rain leading to droughts | <p>Children will know:</p> <ul style="list-style-type: none"> That contour lines are lines that show high and low areas of land That Europe is one of the seven continents of the world Europe is a collection of 44 individual countries and their capital cities That Greece is located in south-eastern Europe and is surrounded by the Mediterranean, Ionian, and Aegean Seas That Greece includes a mainland and around 6,000 islands That Greece has fourteen regions, but one is autonomous (it governs itself), and the Greek government controls the other thirteen regions That Greece has the longest coastline in Europe That Greece is a mountainous country, with approximately 80% of its land area covered by mountains That the South Aegean region consists of two island groups: the Cyclades and the Dodecanese. The South Aegean region has 36 inhabited islands: 24 in the Cyclades and 12 in the Dodecanese That the region of the South Aegean is now well known for its earthquakes, hot springs and volcanic eruptions That land use is the function of the land. In other words, it is what the land is used for That land use is split into four categories: built-up land, agriculture, natural area and other | <p>Children will know:</p> <ul style="list-style-type: none"> That the UK has landmarks such as Stonehenge, Big Ben That the UK is divided into 4 countries, England is divided into 9 regions and each region is divided into counties. That South America is located in the northern and southern hemispheres That South America is the 4th largest continent in the world South America is home to 12 different countries Brazil is divided into five regions: North Region, Northeast Region, Central-West Region, Southeast Region and South Region That the economic activity of Brazil's North Region is mineral extraction, cattle farming, logging timber and hydroelectric power production The climate zones of North Region of Brazil are: tropical rainforests, tropical monsoon and tropical savanna The vegetation belts in Brazil are tropical rainforest and tropical savanna |

SKILLS PROGRESSION MAP FOR PLACE KNOWLEDGE

| EIFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|---|---|--|---|---|
| <p>Children will be able to:</p> <ul style="list-style-type: none"> Know how we travel to different countries e.g aeroplane, train Talk about where we have been on holiday and how they got there e.g aeroplane Talk about the differences they have experienced or seen in photos e.g Diwali different beliefs and festivals Talk about places linked to story settings. Recognise some similarities and differences between life in this country and life in other countries (Barnburgh and a village in India) Name a landmark (Ganges River) in India that is important in the Diwali festival Explain how the weather is different in Barnburgh and India e.g it is very hot in India and have changeable seasons in England | <p>Children will be able to:</p> <ul style="list-style-type: none"> Retell what it is like in another country (Spain) Express their own views about a place, people and environment Compare food in contrasting countries (Spain) Identify the capital of Spain Identify the physical features of Spain Identify the human features of Spain | <p>Children will be able to:</p> <ul style="list-style-type: none"> Make comparisons between the UK and life in another country (China-Beijing) Study pictures/videos of two differing localities, make comparisons, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle? What is school life like? Draw pictures or use diagrams to show how places are different and write comparatively to show the difference Express their own views about a place, people and environment Give detailed reasons to support own likes, dislikes and preferences | <p>Children will be able to:</p> <ul style="list-style-type: none"> Compare both physical and human features of England and Egypt Describe how people can both improve and damage an environment Understand geographical similarities and differences through the study of human and physical differences between the river Thames and the river Nile Understand how some aspects have changed over time Identify features of a place using aerial photographs Make detailed maps using a key | <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify geographical similarities and differences through the study of human and physical geography of a region of the UK and a region with South America. Compare and give reasons for the different lifestyles within a country or area of a country Compare the Boscastle flooding with Calgary in Canada | <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the key geographical features of the UK and the Yorkshire and Humber region Identify a range of physical features including countries and cities in Europe Identify Greece's geographical features Identify the physical features of South Aegean in Greece Explain how the settlements in South Aegean in Greece are different to where I live Identify how the land is used in South Aegean in Greece is Compare similarities and differences between South Aegean in Greece are and where I live | <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the key geographical features of the UK and the Yorkshire and Humber region Identify the geography of the South America continent Identify the geographical features of Brazil Identify the main economic activity of Brazil's North Region Identify the biomes and climate zones in Brazil Identify the vegetation belts in Brazil Compare states and settlements in Brazil to Yorkshire and the Humber region |

VOCABULARY PROGRESSION MAP FOR PLACE KNOWLEDGE

| EIFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|--|---|---|--|---|---|
| <p>Travel Holiday Barnburgh India Ganges River Weather</p> | <p>Country Own view Place People Environment Compare</p> | <p>Comparison Geographical questions Weather Lifestyle Climate Culture Preferences Physical features Yangtze River, Yellow River, mountain range such as Mount Everest Human features The Great Wall of China, The Forbidden Palace/city, The terracotta Army, Tiananmen Square, Beijing Olympic Park (The bird's nest)</p> | <p>Physical features Human features Improve Damage Aspects Aerial photographs key</p> | <p>Similarities Differences Human geography Physical geography Compare Lifestyles Similarities Differences Boscastle river Calgary</p> | <p>Contour lines Greece Europe Mediterranean Ionian Aegean Seas Autonomous Coastline Mountainous Cyclades Dodecanese Land use</p> | <p>Stonehenge Big Ben Regions Counties Northern hemisphere Southern hemisphere Regions Economic activity Mineral extraction Cattle farming Logging timber Hydroelectric power production Tropical rainforests Tropical monsoon Tropical savanna</p> |

STICKY KNOWLEDGE FOR PLACE KNOWLEDGE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|---|---|--|---|--|
| <ul style="list-style-type: none"> • Where have you been on holiday? Various • How is Barnburgh different to India? It is a hot dry country • What is the name of the river in India? Ganges River | <ul style="list-style-type: none"> • What is the capital of Spain? Madrid • Can you name human features in Spain? Sagrada Famillia, The Alhambra and Plaza de Espana • What is the land in Spain like? High and dry surrounded by mountains | <ul style="list-style-type: none"> • What well-known celebration is part of the Chinese Culture? • Chinese New Year • What are the human features in the China? The Great Wall of China, The Forbidden Palace/city, The terracotta Army, Tiananmen Square, Beijing Olympic Park (The bird's nest) • What are the physical features in the China? Yangtze River, Yellow River, mountain range such as Mount Everest | <ul style="list-style-type: none"> • Tell me about the physical and humans features of England and Egypt. Various answers • How people can both improve and damage an environment? Various answers • Where is the river Thames? London • Where is the river Nile? Egypt | <ul style="list-style-type: none"> • When was the Boscastle flood? Monday, 16 August 2004 • Where did the Boscastle flood happen? In two villages in Cornwall, England, United Kingdom. • What caused the flood? An exceptional amount of rain that fell over eight hours that afternoon • What is Calgary's climate like? Calgary is a dry climate, and can experience unpredictable swings in the weather from heavy rains leading to floods to many weeks of dry temperatures and little rain leading to droughts | <ul style="list-style-type: none"> • Where is Greece? Greece is located in south-eastern Europe and is surrounded by the Mediterranean, Ionian, and Aegean Seas • What is the South Aegean? South Aegean region consists of two island groups: the Cyclades and the Dodecanese. • What is South Aegean well known for? Earthquakes, hot springs and volcanic eruptions • Tell me the four categories for land use. Built-up land, agriculture, natural area and other | <ul style="list-style-type: none"> • Where is South America located? In the northern and southern hemispheres • How many countries are in South America? 12 • Name Brazil's five regions. North Region, Northeast Region, Central-West Region, Southeast Region and South Region • What are the four economic activities of Brazil's North Region? Mineral extraction, cattle farming, logging timber and hydroelectric power production • What are the three climate zones of North Region of Brazil? Tropical rainforests, tropical monsoon and tropical savanna |



Human and Physical Geography

We teach human and physical geography by exploring the ways people interact with their environment and the natural features that shape our world. Children study topics such as settlements, land use, climate, rivers, and mountains, helping them understand patterns, processes, and relationships. By investigating real-world examples, children are encouraged to ask questions, make observations, and develop confidence in explaining geographical phenomena. This approach fosters curiosity while building a strong understanding of both the human and natural aspects of our planet.

KNOWLEDGE PROGRESSION MAP FOR HUMAN AND PHYSICAL GEOGRAPHY

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|--|--|---|---|---|---|
| <p>Children will know:</p> <ul style="list-style-type: none"> That some common types of weather include sunny and clear, cloudy, snow, fog, rain, hail, and storms We wear different clothes depending on the weather. That we wear coats and hats when it is cold and shorts and t-shirts when it is hot. That the four seasons are spring, summer, autumn and winter That's animals like hedgehogs hibernate in Winter and Lambs are born in Spring. That in Summer it is warm so we can do outdoor sports That in winter it can snow and be icy. That in Spring it can be rainy one day then sunny the next day. | <p>Children will know:</p> <ul style="list-style-type: none"> That some common types of weather include sunny and clear, cloudy or overcast, snow, fog, rain, hail, and storms That the four seasons are spring, summer, autumn and winter That a beach is found next to a stretch of water, such as a lake or the sea and are made of sand or gravel That a coast is where the land and the sea meet That a forest is an area where there are mostly trees That a mountain is a high area of land that is higher and steeper than a hill That a sea is a body of saltwater, smaller than an ocean That a river is the path that water takes as it flows downhill towards the ocean That a factory is a building where workers use machines to make things for sale That a farm is a piece of land used to grow crops and/or raise animals for produce That trade is when you buy and sell things | <p>Children will know:</p> <ul style="list-style-type: none"> That a cliff is rock that rises very high and is almost vertical, like a wall That a hill is a piece of land that rises higher than everything surrounding it That an ocean is a large body of saltwater That soil is a mixture of tiny particles of rock, dead plants and animals, air and water That a valley is a long, low area that can be found between hills and mountains That a climate is a weather condition of an area That vegetation is the plants and trees in a specific area That a city is a place where many people live together That a town is built-up area that is larger than a village and generally smaller than a city That a village is a place where less than 5000 people live That a port is a place where boats can come and go to load and unload their supplies/people That a harbour is a port with shelter | <p>Children will know:</p> <ul style="list-style-type: none"> That all rivers follow a similar journey, beginning at their source and ending at their mouth, or delta, where they reach the sea or the ocean. That a rivers source is a place where the river begins That a rivers mouth or delta is where the river meets the sea That a volcano is a very deep hole in the Earth's top layer that can let out hot gasses, ash and lava That an earthquake is where the ground shakes. They are a natural part of our environment, but earthquakes can be terrifying and destructive events | <p>Children will know:</p> <ul style="list-style-type: none"> That biomes are large geographical areas with a similar climate, landscape, and plant and animal life That climate zones are areas with distinct climates That a vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation That trade links is when someone trades one thing for another or if two people trade things, they agree to exchange one thing for the other thing That the four main types of settlements are urban, rural, compact, and dispersed That the water cycle is the process by which the world's water moves between lakes, rivers, the atmosphere, oceans and land | <p>Children will know:</p> <ul style="list-style-type: none"> That settlers need flat ground, defenses from attack, shelter from wind, water supply, food supply, fish, woodland animals, flat farmland, wood supply and boats That there are four types of power stations: coal, combines cycle gas turbine, nuclear and pumped storage That renewable methods are power generation are wind power, solar power and biomass That food comes from different countries That conservation means using as few resources as possible | <p>Children will know:</p> <ul style="list-style-type: none"> That Trade means buying and selling goods and services That Import means goods or services purchased from one country and brought into the UK That export means goods or services made in the UK and sold to another country That El Salvador's main exports are manufactured products, such as textiles, plastics, and agricultural products like coffee and sugar That the UK imports goods from El Salvador, such as coffee, cotton, sugar, shrimp, fruit, and nuts That Fair trade is a way of buying goods designed to ensure that producers in developing economies are paid a fair and stable price for the goods that we buy from them That a global supply chain is the different places a product and its parts come from, and travel to, on its way to the consumer That trading has changed over time |

SKILLS PROGRESSION MAP FOR HUMAN AND PHYSICAL GEOGRAPHY

| EFYS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|---|--|---|---|--|
| <p>Children will be able to:</p> <ul style="list-style-type: none"> Observe the weather by completing daily weather chart Discuss the weather and what is appropriate clothing e.g it is hot and sunny so we wear shorts and t-shirts Recognise main types of weather e.g sun, rain, snow, cloud, rain, frost, ice Identify the four seasons and the different weather e.g in winter it is cold and we wear warm coats and hats Observe effects of changes in season on people and animals (clothes, activities, environment) | <p>Children will be able to:</p> <ul style="list-style-type: none"> Name some types of weather Name the four seasons Understand that different countries have different types of food Use basic geographical vocab to refer to key physical and human features Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer Express their opinions about the seasons and relate the changes to changes in clothing and activities Use these terms to explain trade | <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise and briefly describe the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley Understand that different countries have different climates Use basic geographical vocab to refer to key physical and human features Recognise that humans have a choice in their lifestyle Use the terms to compare different lifestyles | <p>Children will be able to:</p> <ul style="list-style-type: none"> Locate rivers in UK and Italy Draw diagrams using the correct vocabulary for rivers Ask and answer questions about rivers Describe the journey of a river from source to sea Describe how a volcano is formed Describe how an earthquake happens | <p>Children will be able to:</p> <ul style="list-style-type: none"> Describe the different climate zones and Vegetation belts on a global scale. Describe economic activity within a small area outside of the UK and the trade links between that area and the UK. (South America and trade links around the world) Compare different types of settlements and land use Recognise that our choices impact the lives of other people. Explain the water cycle using scientific terminology and explain the changes of state Describe how geographical features change over time | <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify what settlers need Explain how electricity is generated and distributed Explain renewable sources of electricity explain where our food comes from Use digital maps to calculate food miles Understand the importance of conserving food, water and energy supplies Understand that access to natural resources varies in different countries | <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain the UK's trade links with other countries Use maps to show the UK's trade links with other countries Explain trade links between El Salvador and the UK Explain the importance of fair trade Explain the global supply chain Explain how trading has changed through history |

VOCABULARY PROGRESSION MAP FOR HUMAN AND PHYSICAL GEOGRAPHY

| EFYS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|--|---|---|--|---|
| Rain Sun Cloud Wind Wet Dry Hot Cold Spring Summer Autumn Winter Clothing | Weather Seasons Physical – coast, forest, mountain, sea, river Human – factory, farm Trade | Physical – hill, cliff, ocean, soil, valley Climate Vegetation Human – city, town, village, port, Harbour Lifestyle | Rivers Sources Mouth Earthquake Volcano | Climate zones Vegetation belt Trade links Settlements Water cycle | Settlers Electricity Renewable sources Food miles Conserving | Trade Import Export El Salvador Fair Trade Global supply chair |

STICKY KNOWLEDGE FOR HUMAN AND PHYSICAL GEOGRAPHY

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|--|--|--|---|--|
| <ul style="list-style-type: none"> • What are the main types of weather? Rainy, sunny, cloudy, windy, wet, dry, hot, cold • What are the names of the four seasons? Spring, summer, autumn and winter | <ul style="list-style-type: none"> • What is a beach? A beach is found next to a stretch of water, such as a lake or the sea and are made of sand or gravel • What is a coast? Where the land and the sea meet • What is a mountain? A high area of land that is higher and steeper than a hill • What is a sea? A body of saltwater, smaller than an ocean • What is a river? The path that water takes as it flows downhill towards the ocean • What does trade mean? When you buy and sell things | <ul style="list-style-type: none"> • What is a cliff? A rock that rises very high and is almost vertical, like a wall • What is a valley? A long, low area that can be found between hills and mountains • What is vegetation? Plants and trees in a specific area • What is a city? A place where many people live together • What is a town? A built-up area that is larger than a village and generally smaller than a city • What is a village? A place where less than 5000 people live | <ul style="list-style-type: none"> • Tell me about a river. They begin at their source and end at their mouth, or delta, where they reach the sea or the ocean. • What is a volcano? A very deep hole in the Earth's top layer that can let out hot gasses, ash and lava • What is an earthquake? It is where the ground shakes. | <ul style="list-style-type: none"> • What are biomes? Large geographical areas with a similar climate, landscape, and plant and animal life • What is a vegetation belt? An area with distinct plant types, determined by climate, soil, drainage and elevation • What are trade links? When someone trades one thing for another or if two people trade things, they agree to exchange one thing for the other thing • What are the four main types of settlements? Urban, rural, compact, and dispersed • What is the water cycle? A process by which the world's water moves between lakes, rivers, the atmosphere, oceans and land | <ul style="list-style-type: none"> • What do settlers need? Flat ground, defenses from attack, shelter from wind, water supply, food supply, fish, woodland animals, flat farmland, wood supply and boats • What are the four types of power stations? Coal, combines cycle gas turbine, nuclear and pumped storage • Name three types of renewable energy sources. Wind power, solar power and biomass | <ul style="list-style-type: none"> • What does import mean? Goods or services purchased from one country and brought into the UK • What does export mean? Goods or services made in the UK and sold to another country • What are El Salvador's main exports? Textiles, plastics, and agricultural products like coffee and sugar • What goods do the UK import from El Salvador? Coffee, cotton, sugar, shrimp, fruit, and nuts • What does Fair Trade mean? Buying goods designed to ensure that producers in developing economies are paid a fair and stable price for the goods that we buy from them • What is a global food chain? The different places a product and its parts come from, and travel to, on its way to the consumer |



Geographical Skills and Fieldwork

We teach geographical skills and fieldwork by giving children hands-on opportunities to investigate the world around them. They learn to use maps, atlases, compasses, and digital tools, as well as to collect and interpret data through observation and surveys. By engaging in practical fieldwork, children develop confidence in asking questions, recording evidence, and drawing conclusions about places and environments. This approach nurtures curiosity, critical thinking, and a practical understanding of how geographers study the world.

KNOWLEDGE PROGRESSION MAP FOR GEOGRAPHICAL SKILLS AND FIELDWORK

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|--|--|--|---|--|
| <p>Children will know:</p> <ul style="list-style-type: none"> Water as blue and land as green on the maps That simple symbols and help us find important places like a church building or a road That a map tells us about a place How to use maps and photographs to recognise features of different places (e.g. Barnburgh and India). How to create simple maps (drawn, cut and stick, construction, chalks etc.) of story settings. That we can improve our school setting e.g. picking up litter, showing respect for our environment Which is their favourite place in the school grounds Which areas of our school grounds are used the most e.g. the playground | <p>Children will know:</p> <ul style="list-style-type: none"> That symbols on a map help to find important places That directions can be up, down, left, right, forwards and backwards That a map is about a place | <p>Children will know:</p> <ul style="list-style-type: none"> That a compass is a tool which points out directions, such as North, South, East and West That a key is a guide which explains what the symbols on the map mean. It is usually at the side of the map That a plan view is a 2D map That an atlas is a book of maps That OS stands for Ordnance Survey | <p>Children will know:</p> <ul style="list-style-type: none"> That a digital map is a map found online That satellite images are images taken of Earth by satellites That coordinates are values on a map which show the position of a shape or space | <p>Children will know:</p> <ul style="list-style-type: none"> That they can use laptops and iPads to research geographical information That the eight compass points are north, south, east, west, north-east, north-west, south-east and south-west That a scale drawing is an enlarged or reduced drawing | <p>Children will know:</p> <ul style="list-style-type: none"> That Ordnance Survey is Britain's mapping agency. OS create up to date and accurate maps depicting the landscape's human and physical features That they can use laptops and iPads to research geographical information That the eight compass points are north, south, east, west, north-east, north-west, south-east and south-west That the index is found at the back of the atlas and lists towns, cities, countries and continents in alphabetical order That table of contents is found at the front of the atlas and lists the main sections included in the atlas in order of page number | <p>Children will know:</p> <ul style="list-style-type: none"> That they can use laptops and iPads to research geographical information That the eight compass points are north, south, east, west, north-east, north-west, south-east and south-west That Four-figure grid references are used to locate a particular grid square on a map That a 6-figure grid reference contains 6 numbers which gives us an even more precise location inside the box given by the 4-figure number That lines of latitude are used to find out how far north or south a place is That lines of longitude are used to find out how far east or west a place is |

SKILLS PROGRESSION MAP FOR GEOGRAPHICAL SKILLS AND FIELDWORK

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|--|--|---|---|---|--|
| <p>Children will be able to:</p> <ul style="list-style-type: none"> Use physical resources e.g., floor mats, crates, small world area to make simple representations of maps to identify water/land Name and locate places on simple floor maps (e.g church, roads, houses) Use simple maps linked to stories (e.g. Bear Hunt) Use and retrieve information from simple maps and photographs: locate our school and recognise features in our school grounds on a map and aerial photographs Use maps and photographs to recognise features of different places (e.g. Barnburgh and India) Create simple maps of story settings Take part in simple observational fieldwork | <p>Children will be able to:</p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images Explain what symbols are used for Use maps and other images to talk about where they live, journeys to school etc Draw, speak or write about simple geographical concepts such as what they can see and where Follow directions Draw picture maps of imaginary places and places from stories Use their own symbols on imaginary map Use a simple picture map to locate landmarks and the capital city of England | <p>Children will be able to:</p> <ul style="list-style-type: none"> Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes Use simple compass directions as well as locational and directional language when describing features and routes Create their own simple maps and symbols Follow directions Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph) Follow a route on a map Use a plan view Use an infant atlas to locate places Find land/sea on globe Use large scale OS maps with support | <p>Children will be able to:</p> <ul style="list-style-type: none"> Use a range of sources including: digital maps, atlases, globes and satellite images to research and present geographical information Use the four compass points and recognise some OS symbols on maps Use four compass points to follow and give directions Use letter and number coordinates to locate features on a map Create a map of a short route with support Locate places on larger scale maps Follow a route on a map with some accuracy Use large scale OS maps Use map sites on the internet, with support Use junior atlases | <p>Children will be able to:</p> <ul style="list-style-type: none"> Use a range of sources to research geographical information Recognise OS symbols on maps and locate features using four-figure grid references Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations Use 4 compass points accurately Use 8 compass points, with support Use letter and number coordinates to locate features on a map confidently Create a map of a short route experienced, with features in correct order Create a simple scale drawing Locate places on large scale maps Use junior atlases confidently Use map sites on the internet confidently | <p>Children will be able to:</p> <ul style="list-style-type: none"> Use a range of maps and other sources of geographical information and select the most appropriate for a task Identify the difference between OS and other maps and when it is most appropriate to use each Use 8 compass points Use 4 figure coordinates to locate features on a map Draw a sketch map using symbols and a key Use and recognise OS map symbols Compare maps with aerial photographs Use atlases to find out about other features of places Use index and contents page within atlases confidently Use medium scale land ranger OS maps | <p>Children will be able to:</p> <ul style="list-style-type: none"> Interpret a wider range of geographical information and maps including scale and digital maps Recognise an increasing range of OS symbols on maps and locate features using six-figure grid references Use 8 compass points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map Use 6 figure grid references Use latitude and longitude on atlas maps Use and recognise OS map symbols Use atlas symbols Follow a short route on an OS map Describe features shown on an OS map Use atlases to find out about other features of places |

VOCABULARY PROGRESSION MAP FOR GEOGRAPHICAL SKILLS AND FIELDWORK

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|--|---|---|---|---|
| <p>Map Land Water Green Blue Maps Photographs Improve Fieldwork</p> | <p>Symbol Direction – up, down, left, right, forwards, backwards map</p> | <p>Compass Directions – north, south, east, west Plan view Route Atlas</p> | <p>Digital map Satellite images Coordinates</p> | <p>Directions - north, south, east, west, north-east, north-west, south-east and south-west Scale drawing</p> | <p>OS map Compass points Index contents</p> | <p>OS map Compass points Grid references Longitude Latitude</p> |

STICKY KNOWLEDGE FOR GEOGRAPHICAL SKILLS AND FIELDWORK

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|--|--|--|---|--|
| <ul style="list-style-type: none"> • What does the blue and green mean on a map? Water is blue and land is green • How can we improve our school ground? Various answers • Which area is your favourite place in the school grounds? Various answers • Which areas of the school grounds is used the most? Playground, classrooms, hall | <ul style="list-style-type: none"> • What are (basic) symbols on a map for? Symbols (basic) on a map help to find important places. • What language can we use to describe directions? Directions can be up, down, left, right, forwards and backwards. • What is a map? A map is a picture of an area of land. • What does co-operation mean? Co-operation means working together well. • What does teamwork mean? Teamwork means working with one or more people to achieve something. | <ul style="list-style-type: none"> • What are the four compass points? The four compass points are north, south, east and west. • What is a compass? A compass is a tool to show direction. • What is a key (on a map)? A key is a guide which explains what the symbols on a map mean. • What language can we use to describe turns? Turns can be described as half turns, quarter turns, three-quarter turns or full turns. • What is trust? Trust means believing in someone's ability to do something. | <ul style="list-style-type: none"> • Why does to orientate mean? To orientate means to align and position a map to navigate it correctly. • What are symbols on a map? Symbols on a map are a pictorial representation of real-world features. • What is a set time? A set time means completing an activity in a given time. • What are coordinates? Coordinates are values on a map which show the position of a shape or space. | <ul style="list-style-type: none"> • What is a short trail? A short trail means making a path to follow. • What is an orienteering course? An orienteering course is an activity where you must navigate an area using a map and/or compass. • What is a key (in the context on the environment)? A key (in the context on the environment) means using symbols in a small box to show what is in the local surroundings. • What are the eight compass points? The eight compass points are north, south, east, west, north-east, north-west, south-east and south-west. | <ul style="list-style-type: none"> • What is navigational equipment? Navigational equipment is resources used to help you plan a route (e.g. map and compass). • What is a four-figure grid reference? Four-figure grid references are used to locate a particular square on a map by following the four figures. | <ul style="list-style-type: none"> • What leadership skills do we need to effectively complete a team challenge? Qualities used to take on a range of roles within a group to complete a task. • What is a six-figure grid reference? Six-figure grid references are used to locate a precise location inside a box. |

GEOGRAPHY ENRICHMENT

| TERM | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--------|------|--------|--------|--------|--------|--------|--------|
| AUTUMN | | | | | | | |
| SPRING | | | | | | | |
| SUMMER | | | | | | | |