



BEECHFIELD SCHOOL

Geography Skills and Knowledge Progression

Throughout their time at Beechfield School, we aim for our children to be engaged, inspired and challenged by the Geography curriculum provided. This document should ensure children gain a range of knowledge and skills.

EYFS		
Knowledge/Theme	Skills	End outcomes
Seasons /Autumn/Spring walks What are the seasons? What changes do you notice? Our world – looking after our planet My house - What's it like where we live? People and their Communities Who is in my family?	Developing an understanding of growth, decay and changes over time Talk about why things happen and how things work. Looks closely at similarities, differences, patterns and change. Shows care and concern for living things and the environment Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Create drawings and paintings inspired by seasonal changes. To go for a walk around the school and pick up the litter To draw pictures of their house To make a self-portrait. To draw a family picture
Assessment – RAG rate and note particular children - +		



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Key Stage 1

Pupils should be taught to:

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.

Year 1		
Knowledge/Theme	Skills	End outcomes
<p>Our Local Area - What's it like where we live?</p> <p>People and their Communities Where in the world do these people live?</p> <p>Animals and their Habitats Where do our favourite animals live?</p>	<ul style="list-style-type: none"> - Make a map with symbols - Use simple compass directions (north, south, east and west) - Use simple fieldwork and observational skills to study the geography of Beechfield school, its grounds and the key human and physical features of its surrounding environment - Use vocabulary to describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Understand geographical similarities by comparing 2 places in different countries 	<p>Make 3D models of your local area</p> <p>Make a passport ready for take-off!</p> <p>Create a 'home in a box' Make a passport ready for take-off!</p>
Assessment – RAG rate and note particular children - +		
<u>Our Local Area</u>	<u>People and their Communities</u>	<u>Animals and their Habitats</u>



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Year 2		
Knowledge/Theme	Skills	End outcomes
Seasons What are seasons? Journeys – Food Where does our food come from? Our Wonderful World What are the seven wonders of our world?	<ul style="list-style-type: none"> - Use directional language, to describe the location of features and routes on a map - 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 - Identify countries, continents and oceans - 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 - Locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 	Create drawings and paintings inspired by seasonal changes. Go on a Great British Picnic Choose your own seven 'wonders of the world
Assessment – RAG rate and note particular children - +		
<u>Seasons</u>	<u>Journeys</u>	<u>Our Wonderful World</u>



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Lower 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.

Year 3		
Knowledge/Theme	Skills	End outcomes
Climate and Weather Why is climate important? Our World Where on Earth are we? Coasts Do we like to be beside the seaside?	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital mapping to locate countries and describe features studied - 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 - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	Produce a 'Big Finish' climate report Invent a locational map game, quiz or puzzle Create a television advert or presentation to promote a coastal area
Assessment – RAG rate and note particular children - +		
<u>Climate and Weather</u>	<u>Our World</u>	<u>Coasts</u>



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Year 4		
Knowledge/Theme	Skills	End outcomes
<p>The Americas Can you come on a Great American Road Trip?</p> <p>Rivers and the Water Cycle How does the water go round and round?</p> <p>Earthquakes and Volcanoes How does the Earth shake, rattle and roll?</p>	<ul style="list-style-type: none"> - Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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) 	<p>Create a song or rap about America</p> <p>Design and make a model river</p> <p>Make a real-life 'erupting' volcano</p>
Assessment – RAG rate and note particular children - +		
<u>The Americas</u>	<u>Rivers and the Water Cycle</u>	<u>Earthquakes and Volcanoes</u>



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Upper Key Stage 2

Year 5		
Knowledge/Theme	Skills	End outcomes
<p>Changes in our Local Environment How is our country changing?</p> <p>Europe – A Study of the Alpine Region Where should we go on holiday?</p> <p>Journeys – Trade Where does all our stuff come from?</p>	<ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including Russia) - Describe and understand 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 - Identify the position and significance, Equator, Northern Hemisphere, Southern Hemisphere, Prime/Greenwich Meridian and time zones (including day and night) - Understand geographical similarities and differences through the study of human and physical geography of a region in a European country 	<p>Create pieces of art that represent your local area</p> <p>Create your very own mobile app about the Alpine region</p> <p>Write an adventure story about the journey of your chosen product</p>
Assessment – RAG rate and note particular children - +		
<u>Changes in our Local Environment</u>	<u>Europe – Alpine Region</u>	<u>Journeys – Trade</u>



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Year 6		
Knowledge/Theme	Skills	End outcomes
South America – The Amazon What is life like in the Amazon? Protecting the Environment Are we damaging our world? Our World in the Future How will our world look in the future?	<ul style="list-style-type: none"> - Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (Ordnance Survey maps) to build their knowledge of the UK and the wider world - Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - Understand how topographical features (including hills, mountains, coasts and rivers) have changed over time 	Produce an exciting stop-motion animation Develop a campaign to help protect the planet Create your own plan for the future of your local
Assessment – RAG rate and note particular children - +		
<u>South America</u>	<u>Protecting the Environment</u>	<u>Our World in the Future</u>