



BEECHFIELD SCHOOL

PROGRESSION OF KNOWLEDGE AND SKILLS GEOGRAPHY



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.

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| EYFS | |
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| Knowledge/Theme | Skills |
| Seasons/Spring walks What are the seasons? What changes do you notice? | 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. |
| Our world – looking after our planet | 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. |
| Me and my Family Who is in my family? My house - What's it like where we live? Look at different types of houses. | 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. |
| Our local Community | They know about similarities and differences between themselves and others, and among families, communities and traditions. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; |



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Key Stage 1

Pupils will 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 | | |
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| Unit | Skills | Vocabulary |
| <p>The world: Continents and Oceans – what is it like to live in different places around the world?</p> | <p><u>Geographical skills and fieldwork:</u> - Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage Pacific, Atlantic, Antarctic, Indian and Arctic</p> <p><u>Locational knowledge:</u> Name and locate the world's seven continents and five oceans. Europe, Asia, Africa, north America, south America, Australasia/Oceania, Antartica</p> | <p>Continent: Ocean Local area Equator</p> |
| <p>The area around us</p> | <p><u>Geographical skills and fieldwork:</u> -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 - Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p><u>Human and physical geography:</u> - 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: highlands, city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Place knowledge:</u> - 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</p> | <p>Field Sea river Woods Man-made Natural Europe Watford</p> <p>compare</p> |
| <p>Maps and Directions</p> | <p><u>Geographical skills and fieldwork:</u> - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> | <p>Compass Direction North South East West Forwards Backwards Key Map Aerial Birds-eye</p> |



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| Year 2 | | |
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| Unit | Skills | Vocabulary |
| Seasons How do the seasons affect how people live? | <u>Human and physical geography:</u> - 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 <u>Geographical skills and fieldwork:</u> - Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage | Forecast Equator North Pole South Pole The United Kingdom Dry Polar Extreme weather Climate Climate change Temperature Rainfall |
| The UK What is it like to live in different places in the UK? | <u>Place knowledge:</u> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas England, Scotland, Northern Ireland Wales. Belfast, Cardiff, Edinburgh, London <u>Geographical skills and fieldwork:</u> - Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage | British Isles Capital city Islands Union Jack Monarchy Government |
| World Landmarks | <u>Geographical skills and fieldwork:</u> - 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 world maps, atlases and globes to identify countries, continents and oceans studied at this key stage | Locate landmark Physical Human Key Symbols Aerial photograph County |



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Lower Key Stage 2

Pupils will 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 | | |
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| Unit | Skills | Vocabulary |
| Hot, cold, wet – Climates and Biomes | <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle - 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 <p><u>Physical Geography:</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: climate zones, biomes <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Biome Desert Woodland Grassland Tundra Rainforest Vegetation Climate Landscape Forest species Aquatic Tropic of Cancer Tropic of Capricorn Northern hemisphere Southern hemisphere |
| UK cities towns and counties | <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time <p>Scafell Pike, Ben Nevis, Snowdon, Slieve Donard</p> <p><u>Human Geography:</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of: human geography, including: types of settlement and land use <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - 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 | Counties Region |



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| <p>Living beside the sea: investigating coasts</p> | <p><u>Locational knowledge/Place knowledge:</u></p> <ul style="list-style-type: none"> - Name and locate counties and cities in the UK that are coastal regions and know the names of the sea/oceans that surround them - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts), and land-use patterns <p><u>Locational knowledge:</u></p> <p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography (<i>investigate coastal regions in the South of the UK: Dorset/Devon</i>) <p>human and physical geography:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - 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 - Use maps, atlases to identify oceans /seas, counties | <p>Cliffs Caves Pebbles Coastal erosion Landslide Sea defence Tourism</p> |
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| Year 4 | | |
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| Unit | Skills | Vocabulary |
| <p>The Americas</p> | <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> - 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 in North or South America – route 66, M25 <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <p>North America South America Population Hemisphere Environmental Regions Time zones</p> |
| <p>Water: where does it all come from?</p> | <p><u>Physical geography:</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of physical geography, including: rivers, and the water cycle. River Ganges <p><u>Human geography:</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of human geography including: types of settlement and land use <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, | <p>Stream Infiltration Evaporation Water Cycle Condensation Urban Rural Maps Settlement</p> |



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| | <p>including sketch maps, plans and graphs</p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods | Pollution |
| Natural disasters | <p><u>Physical geography</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes <p><u>Human geography</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of human geography, including: types of settlement and land use <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Earthquakes Earth Core Tectonic Plates Volcano Vent Eruption Active Dormant Extinct Ring of Fire Hurricane Cyclone Tornados Flood Storm surge famine |

Upper Key Stage 2

| Year 5 | | |
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| Unit | Skills | Vocabulary |
| Our local environment | <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> - 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) - 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 <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> - 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 <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, | Watford Suburbs Land use Urbanisation Globalisation House types – terrace, semi-detached, detached Survey Mayor MP |



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| | <p>mountains, coasts and rivers)</p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | |
| <p>Where is the best place to go on holiday?</p> | <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia), 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 of the United Kingdom, a region in a European country <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> - 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><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - 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 <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> - Identify 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 | <p>Vocabulary would have been taught in previous units</p> |
| <p>Fair or Unfair Trade?</p> | <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> - Describe and understand aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including food | <p>Trade Economy Global Supply chain Settlement Distribution Natural resources Exports Imports Fair trade Commodity trading Exploitation</p> |



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| Year 6 | | |
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| Unit | Skills | Vocabulary |
| <p>What on earth are we doing? The Amazon and deforestation</p> | <p><u>Locational knowledge:</u> - Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics</p> <p><u>Human and physical geography:</u> - Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links</p> <p><u>Geographical skills and fieldwork:</u> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p>Longitude Latitude Tribe Indigenous Shifting cultivation Agriculture Fertile land Nomad/nomadic Deforestation Economics</p> |
| <p>Humanitarian disasters</p> | <p><u>Locational knowledge:</u> - 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</p> <p>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><u>Human and physical geography:</u> - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- Describe and understand the key aspects of physical geography including: 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</p> | <p>Vocabulary from other units</p> |
| <p>How can we protect our world? Sustainability</p> | <p><u>Human and physical geography:</u> - Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork:</u> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p>Sustainability Destruction Endangered Extinction Conservation Mineral Renewable Non-renewable Wind power Geothermal energy Hydroelectricity Solar energy Fossil fuels (oil, gas, coal) Marine Biodiversity Recycle Waste</p> |