

# Geography Curriculum Progression Grid- Bramhope Primary School

## CURRICULUM GOAL: KNOW HOW TO

**COMPONENT: Location Knowledge** Know how to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

Reception Expected	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected TO BE COMPLETED
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and storytelling.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>ELG Know that we live in the UK. Know that there are other countries in the world other than their own.</p> <p>Know some similarities and differences between different religious and cultural communities in this county, drawing on their experiences and what has been read in class.</p>	<p>Name and locate the four countries and capital cities of the UK and the surrounding seas.</p>	<p>Name and locate the seven continents.</p>	<p>Name and locate countries and cities of the UK.</p>	<p>Locate the world's countries to focus on Europe and North and South America, concentrating on their environmental regions, key physical characteristics.</p>	<p>Identify key topological features of regions of the UK and land use patterns</p>	<p>Explain how aspects of life in the UK have changed over time.</p> <p>Use location knowledge and spatial awareness of world's countries/environmental region</p>
		<p>Name and locate the five oceans.</p>				
				<p>Identify human and physical characteristics of geographical regions in the UK.</p>	<p>Identify key physical and human characteristics of a country in Europe and the UK.</p>	<p>Identify key physical and human characteristics of a country in South America and the UK.</p> <p>Describe the key environmental regions of countries of the world.</p>
			<p>Identify the position and significance of the Equator.</p>	<p>Identify the position and significance of latitude and longitude and the Northern and Southern Hemisphere.</p>	<p>Identify the position and significance of the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle.</p>	<p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p>

**COMPONENT: Place knowledge** Know how to

ELG  
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Recognise some environments that are different to the one in which they live.

Understand that some places are special to members of their community.

Identify human and physical geography of a small area of the UK.

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 (BOMBO)

Compare geographical similarities and differences between a region of the UK (Yorkshire).

Begin to explain 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.

Compare and contrast geographical similarities and differences between a region of the UK and South America.

Understand geographical similarities and differences between a region of the UK with a region in South America.

**COMPONENT: Human and physical geography** Know how to understand the processes that give rise to key physical and human geographical features of the world, how these are independent and how they bring about special variation and change over time.

Begin to understand the need to respect and care for the natural environment and all living things.

Begin to identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.

Identify seasonal weather patterns in the UK.  
  
Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.

<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Begin to use basic geographical vocabulary to refer to physical features.</p>	<p>Use basic geographical vocabulary to refer to physical features of an area, including: beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season and weather.</p>	<p>Describe and understand key aspects of physical geography including rivers and the water cycle.</p>	<p>Show some understanding of some of the key aspects of physical geography of a place including climate zones; biomes and vegetation belts.</p>	<p>Explain some of the key aspects of physical geography and use these to compare places.</p>	<p>Explain a range of physical and human processes of a place and how they create a distinctive area.</p>
<p>Show interest in different occupations.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Begin to use basic geographical vocabulary to refer to human features.</p>	<p>Use basic geographical vocabulary to refer to human features of an area, including: city, town, village, factory, farm, house, office, shop</p>	<p>Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Show some understanding of the key aspects of human geography of a place including types of settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p>	<p>Explain some of the key aspects of human geography and use these to compare places.</p>	

**COMPONENT: Geographical skills and field work** Know how to gather, analyse and communicate with a range of data

<p>Draw information from a simple map.</p>	<p>Begin to use a world map, atlas and a globe to identify countries continents and oceans within the topics of the UK and the topic of Polar Regions.</p>	<p>Use a world map, atlas and a globe to identify countries continents and oceans (studied at this stage)</p>	<p>Use a world map, atlas, globes and computer mapping to locate countries and describe features.</p>			
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	<p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Begin to use the terms North South, East and West, and simple locational /directional language to describe the location of features and routes on a map.</p>	<p>Use the terms North South, East and West, and simple locational /directional language to describe the location of features and routes on a map.</p> <p>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.</p>	<p>Use the 8 points of a compass and four figure grid reference and basic symbols to describe places in the UK.</p>	<p>Use the 8 points of a compass and four figure grid references and symbols/key on an OS map to describe places in the UK and wider world (Biomes/Mediterranean/UK)</p>	<p>Use maps with a range of scales and six figure grid references.</p> <p>Use a range of symbols/a detailed key on an OS map to describe in detail places in the UK and wider world (the places studied).</p>	<p>Use maps with a range of scales and six figure grid references.</p> <p>Use maps, globes. Atlases routinely in the classrooms and field.</p> <p>Interpret OS maps, including scale, topological and thematic mapping and aerial and satellite photographs.</p>
	<p>Begin to use simple fieldwork/ observations to study the geography of school.</p>	<p>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.</p>	<p>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>	<p>Use fieldwork to observe and record the human and physical features of Bramhope including plans, graphs and digital technologies to answer questions about the locality.</p>	<p>Measure and record human and physical features of a place and choose how to present this data.</p>	<p>Use a range of fieldwork methods to collect data, including measuring, and choose appropriate ways to record this data.</p>