

## Skills progression map

Themes: Physical Human Locational Place Geographical skills and fieldwork

### Mapping the Geography Curriculum

The Geography curriculum is developed to gain an understanding of how pupils fit into the wider world. For this reason different year groups have different focuses to build locational knowledge throughout their time within the school. Where possible links have been made between the Geography and History curriculum to help pupils understand how places change over time and how resources are linked to human settlement.

### Development of locational knowledge

Every unit of work has at least 1 focus area to contextualise the knowledge being taught. Whenever a country is introduced, in both History and Geography, teachers should always spend at least one lesson learning about where the place is located within the UK or the wider world. Once knowledge regarding climate zones and biomes is taught, teachers will also highlight these when introducing a new place.

- In KS1 the following things are focussed upon when a key new country is introduced: **Location in the world shown on a world map**; capital city; major rivers and mountains;
- From Year 2 onwards, pupils are also taught the following when a new country is introduced; surrounding seas and oceans; **hemisphere the country sits within**; **whether the country is generally hot, cold or in the middle 'temperate'**
- From KS2 onwards when encountering a key new country, pupils are taught: **location in the world including continent shown on a world map**; border (definition on a map) and bordering countries; **capital city**; major rivers and mountains; seas and oceans that surround it; **hemisphere**; **weather patterns (including seasons)**; **natural resources**
- Y4 onwards **climate (polar / temperate / tropical)** ; **Which biomes the country contains**: desert, aquatic, temperate forest, rainforest, grassland, tundra

### Development of Geographical and fieldwork skills

Fieldwork and Geographical skills are mapped into every unit of study. Please see the table below for explicit examples

### Progression within each strand of Geography (what pupils will be learning to do)

EYFS	Area of focus	Locational Knowledge	Place Knowledge	Physical	Human	Geographical Skills and Field work
	<p><i>Places studied and rationale</i>  <b>Winton, Bournemouth (local)</b></p> <p><i>Physical</i>          Features of natural world          Seasons</p> <p><i>Human</i>          Jobs people do          Life in different countries</p>	<p>Know our school is in Winton in a road called Maxwell Rd  <b>Winton is a part of a big town called Bournemouth</b>  <b>Know we live in England</b>          Know Bournemouth is a town in England</p>	<p>Know Winton has shops and houses          Know Bournemouth has seaside and beaches</p>	<p><b>Recognise some environments that are different to the one in which they live(ELG UW)</b> eg differences (from stories or pictures)          summer is hotter, winter has more snow, higher mountains, more dangerous snakes,  <b>Use basic vocabulary to describe features of the natural world (ELG UW)</b> eg beach, hotter, colder, rain, snow, sea, river, forest  <b>Understand that the weather is different in different seasons (part ELG UW)</b></p> <p><b>Understand why we should respect and look after the world</b></p> <p><b>Know simple ways to look after the world eg. Picking up litter and recycling</b></p>	<p><b>talk about the lives of people around them and their roles in society(ELG UW)</b>          eg teacher, police, builder, shop assistant, business owner, doctor, fire service</p> <p><b>Recognise some things that are the same between life in this country and other countries(ELG UW)</b>          eg children go to school, people live in houses, there are towns and cities</p> <p><b>Recognise some differences between life in this country and other countries(ELG UW)</b>          eg houses look different, children travel to school in different ways, people eat different food</p>	<p><b>Understand what an aerial view is (eg of the school)</b>  <b>Pick out simple features on aerial views e.g open spaces, woodlands, houses, rivers, roads</b></p> <p><b>Pick out information from a simple map (eg of the school and playground)</b></p> <p>Follow instructions that include prepositions: behind, under, beside etc.</p> <p><b>Describe their immediate environment based on observation (ELG UW)</b></p> <p>follow a simple map of the classroom or school          draw a simple map from a familiar story</p>

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Year 1	Area of focus	Locational Knowledge	Place Knowledge	Physical	Human	Geographical Skills and Field work
	<p><i>Places studied and rationale</i>            Countries of the UK and their capital cities – <b>key country England</b>            -Local Study: <b>Bournemouth</b>, Christchurch and Poole  <i>Focus: I live in a town on the South coast of England, which is in the United Kingdom</i>  <i>Rationale:</i>  <i>Y1 focuses first on the UK – locating the different countries and then understanding where BCP fits within the country of England. This build on work in EYFS where pupils first understand their local school area, then move to make this wider through looking at the town in which they live. This is to help them develop a sense of where they live as a town within a wider country (and collection of countries).</i></p> <p><b>Physical</b>            Weather, temperature</p> <p><b>Human</b>            Harbours, ports, towns and cities</p>	<p>Find England, Scotland, Wales and Northern Ireland on a simple map, infant atlas and globe</p> <p>Find the four capital cities of the United Kingdom on a simple map</p> <p>Find Bournemouth and Christchurch and Poole on a map of England and Dorset</p> <p>Know Bournemouth and Christchurch and Poole are on the coast</p> <p>Find the English Channel, the North Sea, the Irish Sea, the Atlantic Ocean on a UK map</p> <p>Find the Pennines – mountain range in England</p> <p>Find Ben Nevis – highest mountain in the UK</p>	<p>Name the UK's surrounding sea(s) ie: the English Channel, the North Sea, the Irish Sea, the Atlantic Ocean</p> <p>know England, Scotland, Wales and Northern Ireland are the 4 countries in the United Kingdom.</p> <p>know England's capital city is London</p> <p>Know Poole has a large natural harbour and a port</p> <p>Know Scotland is North of England</p> <p>know Scotland is often colder than England</p> <p>know Scotland has mountains and valleys, and lakes called lochs</p> <p>know Edinburgh is the capital city of Scotland</p> <p>know Wales has sea on 3 sides of it, and lots of hills</p> <p>know Cardiff is the capital of Wales</p> <p>know Northern Ireland is on a separate island from the other three countries</p> <p>Know Belfast is the capital of Northern Ireland</p>	<p><b>Understand that the world is a globe</b>  <b>Identify land and sea on a globe</b></p> <p><b>Know it is colder at night and warmer in the daytime</b></p> <p><b>Explain simple patterns related to physical processes eg colder at night when dark, or warmer in the summer when there is more sun</b></p> <p><b>Know a mountain is a large hill</b></p> <p><b>Know rivers run down to the sea</b></p> <p><b>Know that there are often cliffs next to the sea</b></p>	<p>Know a harbour is a place ships can travel into, to reach the land</p> <p>Know a port is where ships stop to load and unload</p> <p>Know a factory is where things are made</p> <p><b>Know a town has many houses, and offices and shops</b></p> <p><b>Know a city is usually bigger than a town</b></p>	<p><b>Know the four compass points</b></p> <p><b>Look at features of the school grounds, and describe them, including vegetation and soil</b></p> <p>Collect data during fieldwork such as the number of trees/houses/cars.</p> <p>Draw a simple map of the school or an imaginary place</p> <p>Describe a route using left and right, near and far, North, South, East and West</p> <p>Use their own symbols on a map</p> <p><b>Identify a village, factory, farm, forest on aerial views of Bournemouth and nearby</b></p>

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Year 2	Area of focus	Locational Knowledge	Place Knowledge	Physical	Human	Geographical Skills and Field work
	<i>Places studied and rationale</i> <b>Kingston</b> (Link to Mary Seacole) <b>London</b> (link to fire of London) Continents <b>Physical</b> Equator and Poles <b>Human</b> Tourists, goods, basic ideas of making money	Find the equator and the North and South poles on a globe Find the world's seven continents on a globe Find the world's five oceans on a globe Find Jamaica on a globe Find Kingston on a map of Jamaica Locate London on a map of the UK	Know there are 7 continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America Know there are 5 oceans: Atlantic, Pacific, Indian, Arctic, Southern Know Kingston is the capital of Jamaica <b>Know London has a big river</b> (the Thames) Know Kingston has sandy beaches near the city and a big natural harbour, like Poole <b>Know that Kingston and London are both cities</b> (but London is very big) <b>Know that London, Kingston and Poole are ports#</b> Know that Bournemouth has cliffs next to the sea and sandy beaches Know BCP are in the South of England	<b>Know hotter areas of the world are nearer to the equator</b> <b>Know colder areas of the world are nearer to the poles</b> Know the parts in the middle between poles and equator are temperate <b>Know the North Pole and South Pole are cold all year round</b> <b>Know that in Kingston it is dry from December to April</b> <b>Know that in Kingston it is hot all year round (link to Equator)</b> <b>Understand that ships reach London using the river, but ships reach Poole and Kingston using their big harbours</b> <b>Know Bournemouth is warm in summer and colder in winter, but usually does not get a lot of snow</b> <b>Know in Bournemouth rain happens any time of year</b>	Know tourists are people travelling for holidays Know that people have to make money to live Know ships can bring goods and passengers Understand Poole has ferries that carry cars and passengers to France every day, but most Kingston ships carry goods to sell Understand that people in Kingston and Poole both make money from tourists visiting to relax on the beach Explain simple patterns to do with human geography (e.g., suggest why London has so much traffic, or why tourists go to Kingston or suggest why the flow of traffic outside school changes at different times)	Make simple measurements near or in the school, eg counting traffic at different times, measuring rainfall Organise simple data from fieldwork and second hand sources, eg using tables or descriptions Look down on objects to make a plan view <b>Draw a map of a real place</b> <b>Use agreed symbols to make a key</b>

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Year 3	Area of focus	Locational Knowledge	Place Knowledge	Physical	Human	Geographical Skills and Field work
	<i>Places studied and rationale</i> <b>Egypt</b> <b>Greece</b> <i>France (link to learning French)</i> <i>Dorset</i>  <b>Physical Rivers</b> <i>Erosion 1</i>  <b>Human Settlements 1</b> <i>Economic activity and trade 1</i>	<b>find Greece, France, Italy on a map of Europe</b> <b>find Paris on a map of France</b> <b>find Rome on a map of Italy (prepares for Y4)</b> <b>find Athens on a map of Greece</b> <b>find the Nile and the Amazon on a world map (location of the Amazon will prepare for year 5)</b> <b>find Dorset on a UK map</b> <b>find Wimborne and Dorchester on a map of Dorset</b> <b>find the River Thames and the River Severn on a map of England</b> <b>Find the Stour on a map of Dorset</b> <b>find Egypt on a world map and Modern Cairo</b>	<b>know Bournemouth, Christchurch and Poole are in the county of Dorset</b> <b>know Wimborne and Dorchester are towns in Dorset</b> <b>know the capitals of France, Italy, Greece</b> <b>know Cairo is the capital of Egypt</b> <b>know the Nile and Amazon are longest rivers in the world</b> <b>know the Nile flows through many countries including Egypt</b> <b>know the Stour flows from Stourhead to the sea at Hengistbury Head</b> <b>Know River Severn and River Thames are longest rivers in UK</b> <b>Compare river lengths Nile, Amazon, Thames, Severn</b>	<b>understand a river is moving water that flows from its source down to a bigger mass of water eg a lake, the sea, an ocean or another river</b> <b>know a river flows along a channel with banks on both sides and a bed at the bottom</b> <b>understand water (river or sea) can erode (wear away) the land</b> <b>understand that a lot of rain or ice/snow melting can make a river flood</b> <b>know a stream is a small river</b> <b>understand that if a river floods it often spreads fertile soil eg the Nile</b>	<b>understand a county is a group of towns and the country that surrounds them</b> <b>know economic activity covers the ways a region makes money</b> <b>know trade is buying and selling goods</b> <b>know a trade route is the route the goods travel</b> <b>understand that rivers are often important trade routes, especially in the past, eg Nile, Thames</b> <b>understand that trade routes for Cairo were almost all along the Nile, but nor goods can travel by air</b> <b>understand that trade routes from Dorset include rail, road, air and sea</b> <b>understand that Egypt's economic activity now includes farming using the Nile's water, manufacturing (making things) and tourism.</b> <b>know the main economic activity in rural Dorset is farming</b> <b>suggest economic activities that take place in urban areas such as Bournemouth</b> <b>suggest why early people settled in Hengistbury Head</b> <b>understand that people in Hengistbury Head traded with Gaul/France</b> <b>know a settlement is where people live</b> <b>know hamlets, villages, towns and cities are all settlements</b> <b>know hamlets are very small, just a few houses</b> <b>know villages are bigger and often have shops or schools</b> <b>know that a capital city is usually where a government has its central meeting place</b> <b>understand that in the UK cities are usually big, but some small towns are called a city because they have a cathedral</b> <b>know that words like 'port', or 'market town' or 'resort' describe economic activity in the settlement</b>	<b>use a bar chart to record measurements from fieldwork</b> <b>use a simple database to present findings from fieldwork.</b> <b>analyse data, which they have collected from first hand observations and experiences, identifying any patterns</b> <b>record findings from field trips in words</b> <b>use 2 figure grid reference</b> <b>recognise the meaning of basic map symbols</b> <b>follow a route on a map eg simple trade route</b> <b>use map sites on internet</b> <b>use junior atlases</b> <b>make a map of a small area, using standard symbols</b>

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Year 4						
	Area of focus	Locational Knowledge	Place Knowledge	Physical	Human	Geographical Skills and Field work
	<i>Places studied and rationale</i> <b>Rome, Italy</b> Latitude Longitude  <b>Physical</b> Volcanoes, Earthquakes  <b>Human</b> Settlements 2 Land use over time	find Hampshire, Somerset, Wiltshire, Devon on a UK/England map  find York, Winchester, Hastings, on map of England/Atlas  Locate the broad area of the Ring of Fire on a globe  find the Greenwich Meridian on a globe  know that lines of longitude are imaginary lines running north and south  know the Greenwich meridian runs through London  Spain, Madrid, Italy on a map of Europe	know the capital of Italy  understand that East Anglia and Wessex are broad regions covering several current counties (Link to Saxon Kingdoms)  know that Canada, US, Mexico, Peru, Chile and Japan are all countries with parts in the 'Ring of fire'	know that the earth's rocky outer layer is called the crust  know that tectonic plates are pieces of the crust  know that deep inside the earth the rock is liquid and very hot  understand that if the molten rock (magma) breaks through the crust it makes a volcano  understand that the main parts of a volcano include the magma chamber, conduits, vents, craters and slopes  know that tectonic plates constantly move (though very slowly)  understand that where tectonic plates touch there are often earthquakes and volcanoes  apply knowledge to identify some cities that might have big earthquakes  know a mountain is larger than a hill, usually at least 300m tall  know a mountain range is a group of mountains joined or close together  know it is colder on mountains higher up than lower down  know mountains are usually made of harder rocks (link with Y3 science - rocks)	understand that in Roman times trade routes were often along straight roads they built, or by water eg Poole harbour and the sea  Identify some crops grown in Italy and say why these are different to Dorset (Climate)  Identify how land use in Italy has changed since Roman times.	Identify the evidence that will be needed to answer a geographical question, eg what specific types of shops are there in this town, and why? What shops are there in a village and why? Is there a pattern to the location of deserts? use four-figure grid references. use the eight points of a compass  find information on a thematic map eg Arctic cities population, crops grown Roman times in different parts of Italy follow a route on a large scale map make a plan to scale of the classroom  use OS map symbols and key to describe a route on an OS map through New Forest or local area  recognise a world map as a flattened globe  Use grid reference for latitude and longitude eg ring of fire cities

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Year 5					Human	Geographical Skills and Field work
	Area of focus	Locational Knowledge	Place Knowledge	Physical		
	<i>Places studied and rationale</i> Mexico <b>Brazil</b> US Canada  <b>Russia (Murmansk)</b> Tundra biome to link with deserts UK counties Climate Desert  <b>Physical</b> Mountains Rainforest,  <b>Human</b> Trade Basic Natural resources	<b>find Mexico and Brazil on world map and globe</b> <b>find US and Canada on world map and globe</b>  <b>find Guatemala, Honduras, Belize and El Salvador on a map of Central America</b>  <b>find Rio di Janeiro, Manaus, Sao Paulo and Brasilia on a map of Brazil</b>  <b>find the Amazon on a map of S. America</b>  <b>find Argentina, Chile, Peru, Colombia, Ecuador, Venezuela, Chile, Paraguay on map of S America</b>  <b>find Buenos Aires, Santiago, Lima, Bogotá</b>  <b>Find N. and S. Hemispheres on a globe</b> <b>find Arctic/Arcctic circle and Antarctic/Antarctic circle on a globe</b>  <b>find Murmansk and Moscow on a map of Russia</b>  <b>find the Sahara on a globe and world map</b>  <b>know that latitude tells us how far from the Equator a place is</b>  <b>find Tropics of Cancer and Capricorn, on a globe</b>	<b>know the largest tropical rainforest is the Amazon</b>  Know that Manaus is the largest city in the Amazon  <b>know some wet woodland near the UK west coast is temperate rainforest, eg in Devon and Cornwall</b>  Know the capital of Mexico is Mexico City, and the capital of Brazil is Brasilia.  understand countries decide their own time zones and some big countries like Brazil have several zones, eg France in December is GMT-1, Manaus is GMT +4 all year.  <b>know Washington is the capital of the US</b>  <b>know the largest deserts are Antarctic, Arctic and Sahara</b>	<b>know a climate is a description of how wet, hot or windy an area is</b>  <b>know there are 3 major climate zones - polar, tropical and temperate</b>  <b>know most of Italy is warmer than UK (link to Equator)</b> <b>Know that different areas in Italy experience differences In climate (more rainfall in North Italy compared to South)</b>  <b>know biomes are areas with similar climates, soil quality, animals and plants</b>  <b>understand a desert is a biome with very little rain so little grows eg Cairo less than 2cm a year,</b>  <b>understand a tundra biome is a biome which is cold but with very little rainfall Murmansk in Russia - only about 23cm a year</b>  <b>understand that a grassland biome is a large, open area of grass maintained by low rainfall, grazing animals and wild fires</b>  <b>know a desert can be hot like the Sahara or cold like the Arctic</b>  <b>know the tropical zone lies between the Tropics</b>  <b>know the polar zones are within or close to the Arctic and Antarctic circles</b>  <b>understand that at the equator day and night are always exactly 12 hours</b>  <b>understand that the further from the equator the more day length varies</b>  <b>know that on the Tropic of Cancer the sun is exactly overhead on June 21st</b> <b>know that on the Tropic of Capricorn the sun is exactly overhead on Dec 21st</b>  <b>Know the Greenwich meridian is used as a find the continents on a World Map reference point for clock time</b> <b>know GMT means Greenwich Mean Time and is the time the UK uses in winter.</b>  <b>Understand that in summer the UK uses British Summer time which is GMT +1</b>  <b>know the other important longitude line is the International Date Line which defines where the date changes</b>  <b>understand a tropical rainforest is a hot, moist biome in the tropical zone where it rains almost every day</b>  <b>understand a temperate rainforest is a cooler forest in the temperate zone that gets heavy rainfall</b>  <b>understand a temperate rainforest is usually near the sea because air from the sea is full of moisture</b> <b>understand forests are essential to life on earth because they absorb carbon dioxide</b>  <b>understand that a tropical rainforest has dense vegetation in 3 layers all growing up to try to get sunlight</b>  <b>understand that tropical rainforest provides shelter for a huge range of animals and give examples drawing on idea of animal suited to environment (science Y2)</b>	<b>know that natural resources are materials produced by the environment that humans use and give examples</b>  <b>understand that the Amazon and its animals are under threat because of deforestation (link to science Y4)</b>  <b>understand that deforestation is happening because people want to use the rainforest's natural resources (mining, logging, farming)</b>  <b>understand Manaus is the largest city in the Amazon, but is also a port because of the river</b>  <b>know Manaus exports food (Brazil nuts), forest products, chemicals and petroleum</b>  <b>understand that rich countries sometimes pay too little for goods and why they can</b>  <b>understand the idea of fairtrade - reference to Mexican chocolate (link to history)</b>  <b>Understand that human activity can lead to Desertification</b>  <b>know Murmansk in Russia is the only city in the Arctic Circle</b>  <b>understand that economic activity in Murmansk is mostly mining minerals and fishing, not farming as in Dorset, and suggest why this is (climate)</b>	<b>suggest geographical questions to investigate, collecting and recording specific evidence to answer them</b>  <b>create a simple thematic map eg location temperate rainforests</b>

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Year 6						
	Area of focus	Locational Knowledge	Place Knowledge	Physical	Human	Geographical Skills and Field work
<i>Places studied and rationale</i> Other European countries (France/Germany – Linked to WW history topics) Antarctica and the Arctic  <i>Physical</i> Water cycle Erosion 2 Vegetation belts – areas in the world that specific vegetation grows as determined by the climate. (Tropical rainforests and Needle forests in the tundra biome.  <i>Human</i> Trade Natural resources – energy, food, minerals, water Migration – push and pull factors (e.g. push-escaping from war pull-safety and security) climate migration.	<b>on a world map find Germany, Denmark, Sweden, Norway, Scandinavia, Netherlands, Switzerland, Austria, Poland, Spain, Portugal, India, China, Australia, Japan, New Zealand, South Africa, Nigeria, Turkey,</b>  <b>on a map of UK, find Manchester, Liverpool, Newcastle, Glasgow, Southampton, Portsmouth, Bristol, Birmingham</b>  <b>find Northumberland, Sussex, Essex, Norfolk, Suffolk, Cornwall on map of England/Atlas</b>	<b>know that Birmingham is the second largest city to London, and Manchester next</b>  <b>Review human and physical geographical similarities and differences between Dorset, Italy and the Amazon</b>  <b>identify parts of the UK where natural oil and gas are mined, including Dorset</b>	<b>on a world map, predict and locate areas of similar environmental regions, either desert, tropical rainforest or temperate regions</b>  <b>know the water cycle is the continuous journey of water</b>  <b>understand that the water moves from oceans and lakes, to clouds, to rain, to rivers and back to oceans and lakes (see science)</b>  <b>understand how coast and river have changed over time in UK</b>  <b>Know that the coast is made up of different types of rock</b>  <b>Understand that the sea can erode these rocks at different rates e.g. soft rock quickly and hard rock slowly (link to year 3 science)</b>	<b>Understand how human pollution can affect rivers and the sea</b>  <b>know that the UK has both agricultural and geological resources eg crops, livestock, fossil fuels for energy, and metals like tin</b>  <b>know that fossil fuels include coal, gas and oil</b>  <b>know there is very little coal mining in the UK now but it used to be essential eg WW2</b>  <b>understand that though the UK has its own gas and oil, it still has to import some, mostly from Norway and Russia</b>  <b>know that fossil fuels are used for heating, and to make petrol and electricity</b>  <b>understand that burning fossil fuels has an impact on climate</b>  <b>understand that energy sources such as wind, wave and solar power are much better for the environment</b>  <b>understand that populations, economic activity, trade links and land use change over time</b>  <b>understand how that now countries make agreements about trade, including whether to charge extra tax on imports</b>  <b>understand that one of the things that had to be sorted out in Brexit was how freely imports and exports could happen with the EU.</b>  <b>understand that now Britain has left the EU it must make its own trade agreements, eg Japan</b>	<b>choose the best method of recording findings from field trips (inc sketch maps, plans, graphs and digital technologies)</b>  <b>use 6 figure grid references</b>  <b>compare land use maps of UK from past with the present (OS maps)(eg WW2?)</b>  <b>choose a style of thematic map to show data eg, UK population changes WW2 and now, or UK distribution of oil and natural gas</b>	