



## Skills & Knowledge Progression: Geography

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p><b>Purpose of study</b> A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p><b>Aims</b> The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• are competent in the geographical skills needed to:               <ul style="list-style-type: none"> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>	<p>We believe that a rounded understanding of the world in which we live is vital if our children are to make informed decisions as they grow up. We want all children to appreciate similarities and differences between different areas of our country, our continent and our planet, and begin to understand the effect that these have on everyday lives in these places. They will be taught about key features of physical geography, including rivers, mountains, rainforests, volcanoes and climate, learning both the processes behind them and the impact that they have on human environments.</p> <p>We also believe that locational knowledge - the ability to use and identify places on maps and globes - is crucial. All children should leave our school knowing where they live and where that is situated in the world. They will be able to name and locate the seven continents and five oceans, as well as some of the countries and regions that they have studied.</p> <p>Finally, children will learn to behave like geographers, collecting information through fieldwork, data analysis, first and second-hand accounts and map study. They will recognise the strengths and weaknesses of different sources of information, and use this to inform their own conclusions and decision making - both at school and in the wider world beyond.</p> <p>When choosing the topics that our Geography Curriculum would cover, we considered the fact that Bayford Primary is a small rural, Church of England school in Hertfordshire surrounded by farmland. It was, therefore, considered important to develop a culturally rich curriculum through the study of locations and populations that differ from this. It was also considered important for the pupils to learn about the human impact on the world.</p> <p>At Bayford we are committed to providing learning experiences outside the classroom. We are lucky to be able to go on so many visits with strong cross curricular links. We have a Forest School area where children can practise geographical skills such as tracking skills, compass reading and map skills. The children often go out into the local community, completing river studies and how the local area is coping with climate change. As part of their topics in KS2, the children learn about renewable energy and how this generation can reduce their carbon footprint which is a hot and current topic.</p> <p>We are incredibly lucky that our Head Teacher has spent 14 months in Antarctica and in Years 5 and 6, his own personal experiences are drawn upon when they learn about Shackleton's journey.</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
Communication and language - Express themselves effectively, showing awareness of listeners' needs. Understanding the World - People and Communities - Children talk about past and present events in their own lives and in the lives of family members. They know that	Art – exploring art with a geographical focus such as landscapes Science – the lives and impact of famous scientists English – reading for research, particularly original documents & writing to present and share findings History – understanding the history of countries will almost	- Explore our local area, through walks, visits and fieldwork to parks and other places of interest - Visit a variety of different physical environments, including forests and rivers - Talk to people who have lived and grown-up in different parts of the world

<p>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.</p> <p>Understanding the World - The World</p> <p>- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>always link to their human and physical geography - e.g. rivers topic links to learning about Ancient Egypt when considering the importance of the Nile.</p>	<ul style="list-style-type: none"> <li>- Explore the culture of different countries</li> <li>- Discuss how the choices we make can impact our environment.</li> </ul>
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### Skills Progression: Geography

Year	Locational Knowledge	Place Knowledge	Human & Physical Geography	Skills and Fieldwork
<p style="text-align: center;"><b>1 &amp; 2</b></p>	<p>Pupils can name and locate two of the seven continents of the world. Pupils can name and locate one of the five oceans of the world. Pupils can name and locate two of the four countries of the United Kingdom. Pupils can name one of the four capital cities of the United Kingdom.</p> <p>Pupils can name and locate two of the seven continents of the world. Pupils can name and locate one of the five oceans of the world. Pupils can name and locate two of the four countries of the United Kingdom. Pupils can name one of the four capital cities of the United Kingdom.</p>	<p>Pupils have studied a small area in the UK and in a non-European country and are able to identify at least one similarity and difference in human geography. Pupils have studied a small area in the UK and in a non-European country and are able to identify at least one similarity and difference in physical geography.</p> <p>Pupils have studied a small area in the UK and in a non-European country and are able to identify at least one similarity and difference in human geography. Pupils have studied a small area in the UK and in a non-European country and are able to identify at least one similarity and difference in physical geography.</p>	<p>Pupils are beginning to identify seasonal patterns. Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles. Pupils are beginning to use basic geographical vocabulary to refer to human features Pupils are beginning to use basic geographical vocabulary to refer to physical features.</p> <p>Pupils can identify seasonal patterns and are beginning to identify daily weather patterns. Pupils are becoming confident in locating hot and cold areas of the world in relation to the Equator and North or South Poles. Pupils can use a range of basic geographical vocabulary to refer to human features. Pupils can use a range of basic geographical vocabulary to refer to physical features.</p>	<p>Pupils are beginning to use maps, atlases and globes to identify studied regions. Pupils can use north, south, east and west accurately. Pupils are beginning to recognise landmarks. Pupils are beginning to devise a simple map.</p> <p>Pupils can use maps, atlases and globes to identify studied regions. Pupils can use simple compass directions. Pupils can recognise landmarks. Pupils can devise a simple map and are beginning to include a key.</p>
<p style="text-align: center;"><b>3 &amp; 4</b></p>	<p>Pupils are becoming more confident locating countries in Europe, North and South America on a map. Pupils are becoming more confident locating cities of the United Kingdom. Pupils can identify at least the position of the equator, Northern Hemisphere,</p>	<p>Pupils have studied a small area in the UK and in a non-European country and are beginning to understand similarities and differences in human geography. Pupils have studied a small area in the UK and in a non-European country and</p>	<p>Pupils are beginning to describe some aspects of physical geography Pupils are beginning to describe some aspects of human geography.</p>	<p>Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these. Pupils are becoming increasingly accurate with symbols and key</p>

	<p>Southern Hemisphere, Arctic and Antarctic circle.</p> <p>Pupils can locate countries in Europe, North and South America on a map. Pupils can locate cities of the United Kingdom</p> <p>Pupils can identify at least the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic circle, the Prime Greenwich Meridian and time zones and are beginning to identify their significance.</p>	<p>are beginning to understand similarities and differences physical geography.</p> <p>Pupils have studied a region of the UK, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in physical geography.</p> <p>Pupils have studied a region of the UK, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in human geography.</p>	<p>Pupils can describe some aspects of physical geography</p> <p>Pupils can describe some aspects of human geography.</p>	<p>Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, graphs and plans; and digital technologies.</p> <p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils are becoming more confident with four grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using sketch maps, plans and graphs and digital technologies.</p>
<p><b>5 &amp; 6</b></p>	<p>Pupils are becoming more accurate in locating countries of the world on a map.</p> <p>Pupils are becoming more accurate in locating countries and cities of the United Kingdom.</p> <p>Pupils can identify at least 5 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, the Tropics of Capricorn, Arctic and Antarctic circle, the Prime Greenwich Meridian and time zones.</p> <p>Pupils are beginning to identify aspects of human and physical geography that have changed over time.</p> <p>Pupils can, with increasing accuracy, locate countries of the world on a map.</p> <p>Pupils can, with increasing accuracy, locate countries and cities of the United Kingdom.</p>	<p>Pupils have studied a region of the UK, a region of a European country and a region within North or South America and can identify some similarities and differences between the three in physical geography.</p> <p>Pupils have studied a region of the UK, a region of a European country and a region within North or South America and can identify some similarities and differences between the three in human geography.</p> <p>Pupils have studied a region of the UK, a region of a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography.</p> <p>Pupils have studied a region of the UK, a region of a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography.</p>	<p>Pupils can describe and understand some key aspects of physical geography.</p> <p>Pupils can describe and understand some key aspects of human geography.</p> <p>Pupils can describe and understand a range of key aspects of physical geography.</p> <p>Pupils can describe and understand a range of key aspects of human geography.</p>	<p>Pupils can use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils can use some of eight points of a compass, four figure grid references and six figure grid references more accurately, symbols and key (including use of Ordnance Survey maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods; sketch maps, graphs and plans; and digital technologies.</p> <p>Pupils can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils can use eight points of a compass, four figure grid references and six figure grid references more</p>

	<p>Pupils can for the majority, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, the tropics of Capricorn, Arctic and Antarctic circle, the Prime Greenwich Meridian and time zones.</p> <p>Pupils can identify how aspects of the physical and human geography have changed over time.</p>			<p>accurately, symbols and key (including use of ordnance survey maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at most of these methods; sketch maps, graphs and plans; and digital technologies.</p>
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**Geography: Curriculum covered at Bayford Primary School**

**KS1 (Class 1 – Year 1 & 2) Rolling Programme**

Subject	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Geography	<ul style="list-style-type: none"> <li>• Around the World</li> </ul>	<ul style="list-style-type: none"> <li>• Japan Comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Seaside</li> </ul>	<ul style="list-style-type: none"> <li>• Our Local area</li> </ul>	<ul style="list-style-type: none"> <li>• Significant Explorers</li> </ul>	<ul style="list-style-type: none"> <li>• Sensational Safari</li> <li>• Magical mapping</li> </ul>

**Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme**

Subject	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Geography	<ul style="list-style-type: none"> <li>• UK and the Local Area</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Volcanoes and natural Disasters</li> </ul>		<ul style="list-style-type: none"> <li>• The Wider World</li> <li>• Reduce, re-use, recycle</li> </ul>	<ul style="list-style-type: none"> <li>• The UK and France</li> </ul>	<ul style="list-style-type: none"> <li>• Map Skills and Fieldwork</li> </ul>

**Upper KS2 (Class 3 – Years 5 & 6) Rolling Programme**

Subject	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Geography	<ul style="list-style-type: none"> <li>• Map Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Rivers</li> <li>• The Americas</li> </ul>		<ul style="list-style-type: none"> <li>• Shackleton's Antarctica (&amp; Comparing Biomes)</li> </ul>		<ul style="list-style-type: none"> <li>• Energy and the Environment</li> </ul>