



Geography Knowledge and Skills Progression Cycle A (2021-2022, 2023-2024)

Intent

At Borrow Wood, our aim is to ignite pupils' curiosity and fascination about the world and their immediate environment and develop from that a deepening knowledge about people and places across the world. We want the children to be aware of their sense of place and concepts surrounding geography, and how this can affect the world around them. In school, we will, through effective teaching and learning of the knowledge, skills and understanding of geography, help all children develop an understanding of locational knowledge, place knowledge and human and physical geography, and incorporate geographical skills. We aim to provide frequent and repeated opportunities for exploratory and experiential learning and fieldwork as an integral element of purposeful geographical investigations.

Our geography curriculum is shaped by our school ethos, CHOICE (challenge, honesty, ownership, inclusive, care and excellence). We want our students to be challenged to ask thoughtful questions and propose solutions to environmental problems within the local community and the wider world. We want to develop children's awareness of the impact of humans to encourage pupils to become responsible members of society who reflect and take ownership of their actions/choices. We aim for our students to be respectful and have a good understanding of the different environments and cultures around the world, as well as have a keen interest of diverse places, people, resources and natural and human environments, to express their opinions and recognise that others may think differently.

The Foundation Stage

When they are in the Foundation Stage, our children will enjoy a variety of rich experiences to develop their understanding of people, culture and communities and the Natural World. The goals or targets for children to achieve at the end of their reception year (The Early Learning Goals) are that children should:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- 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.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS

Throughout the year, children will take part in child-initiated and adult-led activities around the theme ‘**Journeys and Adventures around Our School**’. They will have plentiful activities to freely explore the EYFS setting and outdoor area, the Nature area in school, to visit other parts of the school and make visits to places in the immediate vicinity of the school (e.g. local streets, parks, shops etc.) They will become familiar with these places through first-hand exploration, observation and talk. They will have opportunities to ask questions and follow their own interests. These early experiences will provide opportunities for language development as pupil’s name and describe what they see in discussion with peers and adults. Children will also take part in the whole school ‘**Our Global Family**’ project. All these experiences will support children in achieving the Early Learning Goals detailed above.

<u>Our Global Family</u>	<u>Journeys and Adventures around Our School</u>
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • To know that the Earth is where we live. • To know that the globe is a representation of the Earth. • To know that a map is a pictorial representation of the Earth/the globe. • To have an understanding of their location on a map. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • To know, <i>for example</i>, that <i>Kenya</i> is a different place with similarities and differences between life in this country. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • To compare environments (<i>e.g. using a telescope paper model, photos, film clips</i>) 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • To describe features of different locations during their journeys and adventures and through ‘Micro Journeys’. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • To notice and name features of the school environment e.g. different areas and surfaces, flower beds, different features of the nature area. • To notice and name features of the wider environment following walks and visits. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • To examine and discuss natural materials (<i>e.g. leaves, twigs and stones</i>) • To experience different weather conditions and their impact on the environment. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • To follow a simple map. • To use simple positional language – near, far, next to, behind • To hunt and collect different items <i>e.g. scavenger hunts, collecting sensory items, collecting the treasures of a place.</i> <p>During and after their explorations, children will have opportunities to record what they observe and notice by:</p>

Core Knowledge – EYFS		<ul style="list-style-type: none"> • using small world play or the role play area to represent a visited place • using 2D and 3D models to recreate familiar places • creating mini worlds • making drawings (e.g. of their favourite place in an outdoor area, what they saw at the park) • taking digital photos (e.g. of a collection of natural objects, buildings in the locality, aerial photo of a mini world they have created) • sequencing photos to recall features seen on a visit or short walk • drawing maps e.g. after taking a vertical aerial photo of a mini world they have created • counting (e.g. cars parked at the start/end of day) • expressing their feelings about places they visit, saying which features they like/dislike
	Key Vocabulary – Earth, map, globe, Spondon, <i>India</i> , same, different, weather, near, far, next to, behind, under, above nature area, path, pond, playground, trim trail, climbing frame, street, house, traffic lights, zebra crossing	
	<p>Core Knowledge</p> <ul style="list-style-type: none"> • Know that the Earth is where we live. • Know that a globe is what the Earth looks like from space. • Know that we live in Spondon. • Know that <i>Kenya</i> is a different place. • Know that the quickest way to get to, <i>for example, Kenya</i> is by plane. • Know that <i>in Kenya, for example</i>, the weather is hotter than where we live. • Know some similarities and differences between life in this country and life in other countries. 	<p>Core Knowledge</p> <ul style="list-style-type: none"> • Know the names of the different features in their own immediate environment, in the nature area, in other parts of the school and beyond the school e.g. <i>pond, path, trim trail etc...</i> • Know some similarities and differences in their own immediate environment, other parts of the school and beyond the school.

Key Stage 1

In Key Stage 1 children will develop simple locational knowledge about the world, the United Kingdom and their locality. They will describe the places and the features they study using simple geographical vocabulary, identifying some similarities and differences in the environment. They will 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. When investigating places and environments, they will use simple sources such as simple maps, atlases, globes, images and aerial photos.

Children will have a wide range of fieldwork experiences throughout the key stage, from free exploration and imaginative engagement with outdoor environments to more structured enquiries, which involve the use of simple techniques to record field data to answer geographical questions.

Continents and Oceans of the World

Locational Knowledge

- To name and locate the seven continents and five oceans.
- To know that a continent is made up of lots of countries.
- To locate Derby on a map of the United Kingdom.
- To understand that you can travel to different parts of the world via different modes of transport. Plane – from an airport (far away), boat – from a harbour (to cross a body of water), train – from a train station (across land within or between neighbouring countries).

Human and physical geography

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

Geographical skills and fieldwork

- To use atlases and globes to locate and identify continents, oceans and areas studied at this key stage.

Understanding similarities and differences
How does Kampong Ayer compare with where I live?
(Spondon and Kampong Ayer)

Locational Knowledge

- To name and locate the UK and Brunei on a map.
- To compare how close Brunei is to the equator compared to how close the U.K. is to the equator.
- To name and locate Spondon and Kampong Ayer on a map.
- To locate Spondon and Kampong Ayer in relation to the Equator and the North and South Pole.

Place Knowledge

- To recognise and compare the human and physical features of both areas (*e.g. houses, roads, streets, shops, factories, river, parks, stilt houses, forests, hills/mountains, valleys, vegetation*)
- To understand geographical similarities and differences between Spondon and Kampong Ayer, focusing on homes, travel and transport, and the natural environment.

Human and physical geography

- To understand what a human feature is.
- To understand what a physical feature is.

- To use simple compass points (North, South, East and West), directional and locational language to describe location and routes.
- To be able to position themselves facing North, South, East and West in relation to our school.

Possible fieldwork opportunities

- Investigate the physical and human features of the school and school grounds.
- Investigate routes around the school site.
- Explore and record seasonal changes.
- Investigate where we could go outside to shelter if there was a sudden storm.
- Investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction).

- To explain and compare the seasonal and daily weather patterns in the UK and Brunei in relation to the equator and the North and South Pole.

Geographical skills and fieldwork

- To use aerial photographs of the area surrounding school to recognise landmarks and basic human and physical features.
- To carry out simple teacher-led investigations *into types of buildings in Spondon, human and physical features of Spondon.*
- To devise a simple map and construct a simple key of the area surrounding school.
- To understand that a thermometer measures the temperature (how hot or cold it is).

Possible fieldwork opportunities

- Blended fieldwork activities – investigate types of houses in Spondon, human and physical features near the school, vegetation.
- Investigate different weather conditions through observation and by using simple measurement devices (e.g. to measure rainfall).

Key Vocabulary – continent (and their names) ocean (and their names) , seas, north, south east, west, equator, north pole, south pole

Key Vocabulary - village, season, weather, hill, mountain, forest, valley, vegetation, equator, river, jetty, stilt house, country, similar, difference

Core Knowledge Y1/2

Core Knowledge

- Know that the seven continents are: Europe, Asia, Africa, Australia, North America, South America, Antarctica.
- Know that the five Oceans are: Atlantic, Pacific, Indian, Southern and Artic.
- Know that the equator is an imaginary line that runs around the Earth.
- Know that there are hot and cold areas of the world in relation to the Equator.

Core Knowledge

- Know that the UK is in the continent of Europe.
- Know that Kampong Ayer is in Brunei, and Brunei is in the continent of Asia.
- Know that Kampong Ayer is built on stilts above a river (the Brunei River).
- Know that the weather in Kampong Ayer is much warmer than in Spondon because it is closer to the middle of the Earth, where it is warmer. Spondon is closer to the top of the Earth, which is where it is colder.
- Know that it also rains lot in Kampong Ayer, so the rain and the warm weather help the plants (vegetation) to grow (*tropical rainforest e.g. Mangrove forests*)

- Know that a compass points to the directions North, South, East and West.
- Know that people use compasses to help them to navigate which way to go.
- Know that different continents have different types of weather (climate), depending on where they are in the world.

Links to other areas of the Curriculum

Seasonal changes - Science

Links to other areas of the Curriculum

Continents and Oceans – hot and cold areas of the world

Key Stage 2

As children move through Key Stage 2, they will progress from having a simple locational knowledge about individual places and environments, to developing a framework of world locational knowledge, including places in the local area, UK and wider world and some globally significant physical and human features. In Upper Key Stage 2 this will include globally significant physical and human features in the news.

They will become more adept at comparing places and understanding some reasons for similarities and differences. In Upper Key Stage 2 they will also show a deeper understanding of the links between places, people and environments.

They will develop precise geographical vocabulary and as they move through Key Stage 2 becoming more knowledgeable and skilled at explaining geographical processes.

They will express their opinions and recognise that others may think differently. In Upper Key Stage 2 they will also recognise why others may have different points of view.

Throughout this Key Stage children will continue to have a wide range of fieldwork experiences, including structured enquiries that involve fieldwork techniques to record field data to answer geographical questions. Fieldwork techniques will be progressively more challenging as children move through Key Stage 2.

Children will continue to develop their map skills using OS maps at different scales, using 4 figure grid references in Lower Key Stage 2 and 6 figure grid references in Upper Key Stage 2.

The U.K.

What is my local area like?

How and why is my local environment changing?

Rivers and the Water Cycle

**Year
3/4**

Locational Knowledge

- To locate the U.K. on maps of Europe and world maps.
- To locate counties and cities of the U.K. including Derbyshire, Staffordshire, Nottinghamshire, Leicestershire and Lincolnshire, and Derby, Nottingham, Birmingham, Leicester and Lincoln. (This can also be an on-going topic throughout the year as children visit different parts of the U.K.)
- To investigate how buildings, land use and local facilities have changed over time.

Human and physical geography

- To investigate local development plans through visits to e.g. derelict sites, empty shops or buildings or places where developments (e.g. road, rail, housing, industrial, retail or leisure schemes) are proposed.
- To explore issues related to land use (e.g. by investigating which spaces or places are valued by the local community)

Geographical skills and fieldwork

- To study maps of Spondon/Derby from different times to explore how the land was used compared to today.
- To collect, analyse and present quantitative data in charts and graphs.
- To design and conduct fieldwork interviews/questionnaire, by asking questions such as 'what do you think about....'
- To consider and explain own and others views about topical issues.
- To use ordnance survey maps.
- To use 4 figure grid references.

Possible fieldwork opportunities

- Investigate local buildings, land use and local facilities and explore issues of environmental quality and value (e.g. by

Locational Knowledge

- To locate the world's major rivers using maps and atlases (including the Nile, the Amazon, the Yangtze and the Mississippi).
- To locate the Severn and the Derwent using maps and atlases of the U.K.

Human and physical geography

- To describe and understand the main geographical features of a river.
- To describe how the features of our local river 'fit' with characteristics of a river system as it flows downstream from its source to its mouth.
- To describe and understand key aspects of the water cycle.
- To use key language related to rivers and the water cycle.
- To understand the importance of rivers in the water cycle – (A river carries water back to the sea. Water from rivers and seas is turned into water vapour by the sun's heat and by the wind)

Geographical skills and fieldwork

- To use ordnance survey maps.
- To use 4 figure grid references.
- To develop field sketching skills complete with annotations.

Possible fieldwork opportunities

- Take a field trip to a local river to investigate the features of the river, how fast the river is flowing, how people have altered the natural features of the river etc..
- Investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)

Core Knowledge Y3/4	<p>investigating which spaces or places are valued by the local community.</p> <ul style="list-style-type: none"> • Take a field trip to somewhere in the local area where there are proposed changes to the environment. • Investigate where is the best location for new benches in school. 	
	<p>Key Vocabulary – coastline, urban, rural, landscape, settlement, industry</p>	<p>Key Vocabulary - source, lake, spring, stream, waterfall, tributary, meander, mouth, bed, bank, current, floodplain</p> <p>-evaporation, condensation, precipitation, run-off, water vapour</p>
	<p>Core Knowledge</p> <ul style="list-style-type: none"> • Know that the United Kingdom is an island country and is located off the northwestern coast of mainland Europe. • Know the four countries in the United Kingdom, capital cities, name some main cities (<i>Birmingham, Manchester, Glasgow, Leeds, Derby, Nottingham, Leicester, Lincoln</i>), name some counties (<i>Derbyshire, Nottinghamshire, Staffordshire, Leicestershire, Lincolnshire</i>). • Know that our school is in Spondon, Near Derby, Derbyshire, East Midlands, England, U.K. Europe • Know that the U.K. has many different features, with mountains and lakes, for example, in northern England and Scotland, (highest mountain Ben Nevis), rivers, National parks (<i>e.g. the Peak District</i>), forests (<i>including the Galloway forest</i>), diverse coastlines (south and west coast often rocky steep cliffs, east coast often flat and low-lying), islands, villages, towns and cities. • Know that over time people have <u>changed</u> the U.K. by e.g. farming, building houses, castles and churches (<i>e.g. Lincoln Castle, Chatsworth house, St Werburgh's church</i>), parks, engineering new ways of getting around e.g. canals, railways, roads, airports. 	<p>Core Knowledge</p> <ul style="list-style-type: none"> • Know the key features of rivers: the source (e.g. a spring, rainfall, higher ground, a lake), streams joining together, flow of water slowing and meandering, mouth. • Know that most rivers end their journey at their mouth by entering a body of water such as an ocean, sea or large lake. • Know that the closest river to us is The Derwent, which is the largest river in the Peak District, and it joins the River Trent and eventually runs into the North Sea. • Know that the longest river in the U.K. is the River Severn and the longest river in the world is the River Nile. • Know some of the ways we benefit from rivers. • Know some of the ways flooding affects humans and the environment. • Know what happens at each stage of the water cycle.

Year 5/6

- Know how aspects of the local area **have changed/are changing** over time (*e.g. area around Huntley Avenue, Spondon, The Assembly Room building in Derby, East Midlands Parkway, HS2, former Debenhams building, Derby*). (Note: Study one aspect in detail as part of a Fieldwork project).
- Know a four figure grid reference contains 4 numbers to help us locate places on a map. The first 2 are called the Eastings (left to right) and the second 2 are called Northings (bottom to top).

Links to other areas of the Curriculum

Spondon (Year 1/2) – Human and physical features
Britain’s settlement by Anglo Saxons and Scots (Year 3/4) – Land use and settlements.

Links to other areas of the Curriculum

Spondon and Kampong Ayer (Year 1/2) – The Brunei River

Climate zones, biomes and vegetation belts
(Incorporating a study of the Amazon Rainforest in South America)

Natural resources and trade links

Locational Knowledge

- To locate and identify the three major climate zones on the Earth (polar, temperate, and tropical zones - polar being near either the north or south poles and tropical being situated close to the Equator).
- To locate and identify biomes on world maps, in atlases and on climate maps.
- To locate and identify some countries and major cities within each biome.
- To locate and name countries within South America - Brazil, Argentina, Peru, Colombia and Bolivia.
- To locate countries with more than one time zone.

Locational Knowledge

- To locate and identify different continents and countries of the world when finding out about countries we import goods from and export goods to.
- To locate and identify reservoirs, Ratcliffe-on-Soar Power Station and Spondon wind turbines on maps.

Place Knowledge

- To take part in reasoning and debate about environmental issues *e.g. debates about moving away from a disposable lifestyle by using less natural resources (e.g. water, natural gas), using renewable energy resources*

Human and physical geography

Place Knowledge

- To name and describe some of the major biomes.
- To identify similarities and differences between the major biomes.
- To continue to develop a sense of scale – Brazil is the fifth largest country in the world (compare size with the U.K.).

Human and physical geography

- To understand the difference between climate and weather.
- To understand that vegetation belts are areas of the planet sharing certain flora (plants) due to climatic conditions.
- To understand how climate and vegetation are **connected** within a biome.
- To explore some of the ways in which some flora/fauna (plants and animals) have adapted to the climatic conditions of their biome.
- To explore some of the threats to a particular biome explaining why it is vulnerable.
- To suggest ways in which a vulnerable biome might be protected.

Geographical skills and fieldwork

- To consider, connect and analyse different viewpoints, perspectives and approaches to aid decision making.
- To select and create appropriate map resources to find and show detailed information.
- To research the annual rainfall in different biomes and show it in a graph.
- To use eight points of a compass.
- To use OS maps at different scales.
- To start to use 6 figure grid references.

- To describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To understand how climate and the growing of different foods are connected.

Geographical skills and fieldwork

- To use ordnance survey maps and six figure references.
- To draw on knowledge and understanding and suggest 'What if...?' 'Why might...?' questions *e.g. Can we manage without water/electricity? What would happen if we didn't have it? Who would be affected if we didn't have it? How? Could we use less?*
- To begin to suggest relevant geographical questions and issues (*e.g. what are the issues of importing food from different countries and how does this impact on the lives of people in the different countries*).

Possible fieldwork opportunities

- Explore issues of sustainability in everyday life, including energy, food and water - consumption, waste and recycling.
- Investigate how we could reduce waste at school.
- Take a fieldwork visit to e.g. a water treatment plant, observe a wind turbine etc..

Core Knowledge Y5/6	<p><u>Possible fieldwork opportunities</u></p> <ul style="list-style-type: none"> Blended fieldwork activities – visit a woodland to study the trees, plants and animals, as an ecosystem. 	
	<p>Key Vocabulary – precipitation, temperature, adaptation, habitat, environment, conservation, biome, vegetation belt, biome, climate zone, flora, fauna, ecosystem, canopy (trees), deforestation, conservation</p>	<p>Key Vocabulary – trade, trade links, import, export, distribution, natural resources</p>
	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> Know that climate zones are sections of the Earth that are divided according to the climate. They are characterised by how hot or cold <i>and</i> how wet or dry they are. There are three main climate zones: polar, temperate and tropical. Know that a biome is a natural area of plants and animals. The plants and animals live in and interact with each other in a specific environment – This is called an ecosystem. Know that the world is divided into lots of different biomes and they are all different depending on their climate. Know the difference between climate and weather. Know that there is no exact number when it comes to types of Biomes. Know that the aquatic biome is the largest biome, covering nearly 75% of our planet and can be divided into two main categories: freshwater and saltwater. Know that the desert biomes cover about one fifth of our planet and are extremely dry areas. Depending on their location, they can be either hot or cold. Plants and animals have evolved over time to adapt to the harsh environment. Know that forest biomes (rainforest or temperate forest) are home to a variety of trees and other plants. They cover about 30% of our Earth’s surface and are extremely important to our ecosystem as they store carbon and provide many materials that we use. 	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> Know that buying and selling things is called trade. Know that trade is an important way for countries to make money and has been happening across the world for hundreds of years. Know that a trade link is the distribution of goods that can be bought and sold between countries. Know the goods that are brought into the country are called imports. Know that goods that are sold to another country are called exports. Know that today, goods are carried around the world in container ships from port to port and by aeroplane. Know where some of the food products we buy come from (<i>e.g. a lot of our fruit comes from Spain, grapes from South Africa, bananas from Costa Rica, potatoes from the Netherlands and Belgium, beef from Ireland</i>) Know some of the foods that we export and which countries we export them to (<i>e.g. salmon, pork, cheese</i>) Know that water from natural resources like lakes, rivers, underground water are collected and treated to make it clean. Every town or city has a main water source. Water is stored in facilities such as reservoirs, water tanks, or water towers around the city to distribute water to different areas. Pipes are laid underground from this water source to carry this water to different parts of villages, towns and cities. Know that natural gas has to travel for thousands of miles after it has been drilled from the earth and brought to the surface with the use of pumps and wells. The gas then travels through millions of pipes which run beneath the ground to get to where it needs to go before being delivered to homes through

- Know that the majority of the **grassland biome** is made up of a variety of grasses with very few trees or large plants. The two main types of grasslands found are 'tall-grass' (humid and wet), and 'short-grass' (dry). This biome is very popular for farming due to the rich soil.
- Know that the **tundra biome** is the coldest biome and therefore has little plant and animal variety. Tundra biomes cover approximately one fifth of the Earth's surface.
- Know that **vegetation belts** are areas of the planet sharing certain plant types determined by climate, soil and how high the land is.
- Know that the world is divided into different time zones.
- Know that time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole.
- Know that there is an imaginary line running through the UK (Greenwich, London) called the Prime Meridian. (The Prime Meridian splits the world into Eastern and Western hemispheres.)
- To know that the equator separates the earth into Northern Hemisphere and Southern Hemisphere.
- To know that people use other imaginary lines to help locate where a place is in the world:
 - To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. There is a relationship between latitude and temperature around the world, as temperatures are warmer approaching the Equator and cooler approaching the Poles.
 - To find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.

South America

- Know that South America is made up of 12 countries – the largest is Brazil.

smaller pipes. (Most gas imports to the UK come via pipelines from the North Sea).

- Know that electricity can be generated in different ways and is distributed to towns and cities through (transmission and distribution) lines.

- Know that countries in South America include Brazil, Argentina, Peru, Colombia and Bolivia.
- Know that Brazil has more than one time zone.
- Know that South America is a country has some of the hottest, driest deserts in the world while having the largest rainforest in the world (the Amazon).
- Know that the Amazon is not only in Brazil. (It's also in 8 other countries – Bolivia, Colombia, Ecuador, Peru, Guyana, Surinam and Venezuela).
- Know some of the ways in which some flora/fauna have adapted in the Amazon rainforest.
- Know some of the threats to the Amazon rainforest.

Links to other areas of the Curriculum

Earth and Space (Year 5) – use the idea of the earth's rotation to explain day and night

Living things and their habitats (Year 4) - recognise that environments can change and that this can sometimes pose dangers to living things

Evolution and inheritance (Year 6) - identify how animals and plants are adapted to suit their environment in different ways

Links to other areas of the Curriculum

The Mayans (Year 5/6) - Trade in Maya civilisation