



Geography Knowledge and Skills Progression Cycle B (2022 – 2023, 2024 – 2025)

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.

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

EYFS

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> <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

<p>Core Knowledge – EYFS</p>		<ul style="list-style-type: none"> • 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
	<p>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>	
	<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.
<p>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</p>		

Year 1/2

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.

Our Street

Locational Knowledge

- To locate the U.K, England, Derby and Spondon on a map.

Place Knowledge

- To know that Spondon is a village and Derby is a city.
- To know that Spondon is in Derby.
- To know that Derby is in England.
- To know that a village is much smaller than a city.

Human and physical geography

- To understand what a human feature is i.e., a house.
- To understand what a physical feature is. i.e., a river.
- To know what types of buildings and other features there are that surround the school.
- To know what types of buildings and other features there are in their own street.
- To recognise and describe the human and physical features seen on their (circular) walk outside of the school grounds and a route to school.

Geographical skills and fieldwork

- To use simple compass points (North, South, East and West),
- To use directional and locational language to describe location and routes such as, near and far; left and right.

The United Kingdom

(including the weather – seasonal and daily weather patterns)

Locational Knowledge

- To locate the U.K. on maps of Europe and world maps.
- To name and locate the four countries in the United Kingdom: England, Wales, Scotland and Northern Island.

Place Knowledge

- To know that each of the four countries has its own capital city: London, Cardiff, Edinburgh and Belfast.
- To know that we live in Derby which is a city in England.
- To know that England is one of the countries in the United Kingdom.
- To know that the United Kingdom is surrounded by three seas: North Sea, English Channel, Atlantic Ocean.

Human and physical geography

- To understand that the United Kingdom is filled with varied landscapes such as, towns, cities, countryside, forests, mountain ranges, cliffs and beaches.
- To identify human and physical characteristics and landmarks in each of the four countries for example, the mountain ranges in North Wales and Scotland e.g. Ben Nevis and Snowdon.
- To recognise daily weather patterns in the UK such as, wind and rain, wet or dry, windy or calm, stormy with thunder and lightening. These conditions can change by the hour.

	<ul style="list-style-type: none"> To explore the surrounding area of the school to investigate the range of buildings and other key physical and human features. To use a simple map to follow a route from school to a destination in the local area. To investigate how children travel to school. To add detail to a teacher-prepared drawing of our street such as, houses, hedges and a footpath. <p><u>Possible fieldwork opportunities</u></p> <ul style="list-style-type: none"> Take a short walk around the area surrounding the school investigating the range of buildings and physical and human features. To compare different human features <i>e.g. using a telescope paper model, photos.</i> Make digital recordings describing in detail what they see and what they like/dislike about the features of a place. Collect quantitative data – e.g. how pupils travel to school 	<ul style="list-style-type: none"> To know the seasonal patterns in the UK including, Winter, Spring, Summer, Autumn and make links to the appropriate weather changes e.g. Spring is when the temperature increases and plants start to grow again after the cold days of winter. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> To use maps, atlases and globes to locate and identify: <ul style="list-style-type: none"> the United Kingdom on a world map. each country in the United Kingdom: England, Wales, Scotland and Northern Island the capital cities in each country: London, Cardiff, Edinburgh and Belfast. the three seas that surround the United Kingdom: North Sea, English Channel, Atlantic Ocean To record seasonal changes and weather patterns. To investigate different weather conditions through observation and by using simple measurement devices (e.g. record wind direction or measure rainfall). <p><u>Possible fieldwork opportunities</u></p> <ul style="list-style-type: none"> To walk around the school grounds to observe and record seasonal changes e.g. flowering plants, deciduous trees.
	<p>Key Vocabulary – city, village, house, street, North, South, East and West, near, far, left, right, compass, footpath, bungalow, overgrown, hedge, local area, route.</p>	<p>Key Vocabulary – Continents, United Kingdom, country, Seas, England, Scotland, Wales, Northern Island, city, Capital City, London, Cardiff, Edinburgh, Belfast, North Sea, English Channel, Atlantic Ocean, houses, shops, schools, factories, train stations, offices.</p>
<p>Core Knowledge Y1/2</p>	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> To know that a map shows what a place looks like from above. To know that people use compasses to help them to navigate which way to go. To know that a compass points to the directions North, South, East and West. To know that Spondon is in Derby. To know that Derby is in England. 	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> To know that the United Kingdom is in the continent of Europe. To know that the United Kingdom is an <u>island</u> country. To know that the United Kingdom is surrounded by three seas: North Sea, English Channel, Atlantic Ocean. To know and locate all four countries and capital cities in the United Kingdom. To know that we live in Derby which is a city in England.

Year 3/4	<ul style="list-style-type: none"> To know that the school is surrounded by different types of houses, a park and green spaces. 	<ul style="list-style-type: none"> To know that a city is a place where many people live closely together. A city has different types of buildings such as, houses, shops, schools, offices, train stations.
	<u>Links to other areas of the Curriculum</u>	<u>Links to other areas of the Curriculum</u> Science – plants and trees.
	<p>Key Stage 2</p> <p>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.</p> <p>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.</p> <p>They will develop precise geographical vocabulary and as they move through Key Stage 2 becoming more knowledgeable and skilled at explaining geographical processes.</p> <p>They will express their opinions and recognise that others may think differently. In Upper Key Stage 2 they will also recognise <u>why</u> others may have different points of view.</p> <p>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.</p> <p>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.</p>	
	<p><u>Natural Disasters</u> <u>Volcanoes and Earthquakes</u></p>	<p><u>Contrasting localities – a study of a region in France</u> <u>(including a study of mountains)</u></p>
	<u>Locational Knowledge</u> <u>Volcanoes</u>	<u>Locational Knowledge</u> <ul style="list-style-type: none"> To locate Europe, the U.K, England on a map.

- To know volcanoes are located in many different countries.
- To identify places in the world where volcanoes occur e.g. Mount Vesuvius and Mount Etna (Italy), Mount Fuji (Japan) and Mount St. Helens (Washington, USA).

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Earthquakes

- To identify some places in the world where earthquakes have occurred at different scales.

Human and physical geography

- To understand the structure of the Earth and that it is made up of different layers (the inner core, outer core, mantle and crust).
- To know that the Earth's crust is made up of different pieces, called tectonic plates. These plates fit together like a jigsaw and are moving in different directions and speeds.

Volcanoes

- To know that a volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape.
- To understand that volcanoes are usually formed at the boundary between two tectonic plates.
- To use key vocabulary to describe the process of each stage of a volcanic eruption.

Earthquakes

- To know earthquakes are a vibration of the Earth's crust.
- To know earthquakes are caused by the moving and shifting of two tectonic plates.
- To know that some earthquakes are barely detected while others cause immense damage.
- To know if an earthquake occurs under the ocean, it creates a huge wave called a tsunami.

- To locate France on a globe, a map of Europe and a world map.
- To locate other countries in Europe – e.g. Germany, Belgium and Spain
- To locate Auvergne-Thone-Alpes on a map of France.
- To locate the two main mountain ranges in Europe e.g The Alps and The Pyrenees

Place Knowledge

- To know the French Alps are Europe's biggest mountain range.

Human and physical geography

- To know that France has a very diverse landscape which include towns and cities, beaches, mountains and forests.
- To make comparisons by describing the geographical similarities and differences between Auvergne-Rhône-Alpes and The Peak District e.g. size of hills and mountains and why there are no settlements on mountains.
- To know the physical features of mountains including, the base (bottom of the mountain), summit (top of a mountain) and the slope (side of a mountain).
- To know temperatures on a mountain can vary and the higher you climb the colder it gets, which is often why snow is found on the peak.
- To know mountains may be tourist attractions.
- To make links between mountains and volcanoes, and to know that some mountains are volcanoes.

Geographical skills and fieldwork

- To use 4 figure grid references to find the locations on a map.
- To use an OS map to follow a route and identify landscape features.
- To use the 8 points of the compass.
- To draw diagrams using key vocabulary to show the features of a mountain.

Possible fieldwork opportunities

- To take digital photos during a fieldwork trip to The Peak District and annotate them. (E.g. River Derwent at Calver and Curbar Edge)

	<ul style="list-style-type: none"> • To know the strength of an earthquake is called its magnitude. A Richter scale is used to measure the magnitude of an earthquake. • To discuss and describe how volcanoes and earthquakes can impact on the landscape, human life, what it would be like to live near them e.g. creating earthquake-resistant buildings, earthquake shelters. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • To use a map to identify and locate places in the world where volcanoes occur e.g. Mount Vesuvius and Mount Etna (Italy), Mount Fuji (Japan) and Mount St. Helens (Washington, USA). • To draw diagrams, build models and use key vocabulary to show each stage of a volcanic eruption. • To use mapping software such as Digimaps and Street View to explore types of settlements close to Volcanoes e.g. the city of Catania located near Mount Etna. <p><u>Possible fieldwork opportunities</u></p> <ul style="list-style-type: none"> • To visit environments to investigate the human and physical geography of those areas and use annotated field drawings and field sketches to record observations. 	
	<p>Key Vocabulary - Crust (surface), tectonic plates, eruption, magma, lava, ash, extinct, active, dormant, tremors, settlement.</p>	<p>Key Vocabulary – Human features, physical features, mountain ranges, base, slope, summit, peak, valley, landscape, settlement, climate.</p>
<p>Core Knowledge Y3/4</p>	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> • To know volcanoes are located in many different countries. • To know places in the world where volcanoes occur. • To know that a volcano is an opening in the Earth’s crust that allows magma, hot ash and gases to escape. • To know the process of each stage of a volcanic eruption. 	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> • To know France is located in Western Europe. • To know and compare the human and physical characteristics of Auvergne-Thone-Alpes, France and The Peak District. • To know the French Alps are Europe’s biggest mountain range. • To know the physical features of mountains including, the base (bottom of the mountain), summit (top of a mountain) and the slope (side of a mountain).

- To know the advantages and disadvantages to living near an active volcano.
- To know earthquakes are a vibration of the Earth’s crust and are caused by the moving and shifting of two tectonic plates.
- To know that earthquakes happen all over the world and differ in strength.
- To know and understand how volcanoes and earthquakes impact on the landscape, types of settlement and human life.

- To know the environmental conditions on a mountain e.g. The higher up a mountain you go the colder it becomes.

Links to other areas of the Curriculum

Links to other areas of the Curriculum

A Study of North America

Changes over time (Incorporating map skills)

Locational Knowledge

- To locate and name the world’s seven continents and five oceans.
- To know that North America is almost entirely within the Northern Hemisphere.
- To know it is bordered by the Atlantic Ocean to the East and the Pacific Ocean to the West.
- To locate some countries and major cities in North America; *Canada, United States, Mexico, Ottawa, Washington D.C. Mexico City.*

Locational Knowledge

- To use Google Earth to locate countries and places of interest and their school and street and, for example, to follow the journey of rivers.

Place Knowledge

- To identify key physical and human characteristics including: *The Rocky Mountains, The Mississippi River, The Grand Canyon, The Golden Gate Bridge.*

Place Knowledge

- To talk about how the local area has changed over time, e.g. 100 years ago the area was mainly rural; find out if the school, railway station and railroad appear on earlier maps.

Human and physical geography

- To name key human and physical landmarks in the local area.

Geographical skills and fieldwork

- To use ordnance survey maps and six figure references to locate things accurately on a map.

Human and physical geography

- To know that North America has a great diversity of landscapes such as, mountains, forests and deserts.
- To identify and describe how the physical features affect the human activity within a location *e.g. population sizes near tourist landmarks/rivers, sparse populations in very cold regions and where there isn't suitable land to grow crops on.*
- To know that climate refers to the long term pattern of weather conditions in a particular region.

Geographical skills and fieldwork

- To use maps, globes and digital computer mapping to locate:
 - the largest countries in North America; *Canada, United States, Mexico*
 - the major cities; *Ottawa, Washington D.C. Mexico City*
 - key physical and human characteristics; *the Rocky Mountains, The Mississippi The Grand Canyon, The Golden Gate Bridge*
- To select and create appropriate map resources to find and show detailed information.

Possible fieldwork opportunities

- Visit an area in our local environment and compare its human and physical characteristics with photos and film clips of a region in North America (blended field work).

Key Vocabulary – continent, human features, physical features, climate, Equator, Northern hemisphere, Southern hemisphere, region, population, landscape, settlement, environment.

Core Knowledge

- To know and locate the world's seven continents and five oceans.

- To understand scale, for example 1:2500 means that 4cm is equivalent to 1 kilometre.
- To know how to use Digimap.
- To generate their own questions.
- To know what the main ordnance symbols stand for.

Possible fieldwork opportunities

- Visit an area of particular interest to:
 - Study physical and human characteristics
 - Locate features on an ordnance survey map
 - Focus on changes over time (Using maps and photographs)

Key Vocabulary – Ordnance Survey, symbol, hemisphere, grid reference, aerial photograph, rural, urban, eastings, northings

Core Knowledge

- To know how to use six-figure grid references.

- To know where North America is on a world map.
- To know and locate some countries and major cities in North America; *Canada, United States, Mexico, Ottawa, Washington D.C. Mexico City.*
- To know that North America has a great diversity of landscapes such as, mountains, forests and deserts.
- To know some key physical and human characteristics and landmarks in North America.
- To know how features in the environment can impact on human activity, linking to settlement and population.

Links to other areas of the Curriculum

- To know the first 3 are called the Eastings (left to right) and the second 3 are called Northings (bottom to top). These give you an accurate location on a map.
- To know what the main ordnance survey symbols stand for.
- To know how the local area has changed over time, e.g. 100 years ago the area was mainly rural; find out if the school, railway station and railroad appear on earlier maps.

Links to other areas of the Curriculum