

# Bledlow Ridge School: Geography Skills & Knowledge Progression

Children build their geographical skills and knowledge in many different ways, through the Geography curriculum, other subjects, visitors & visits and experiences from home.

**Contextual World Knowledge** of locations, places & geographical features

- **Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and context**

Expectations by end of KS1	Expectations by end of lower KS2	Expectations by end of upper KS2
Have simple locational knowledge about individual places and environments, esp. the local area, but also UK & wider world	Have begun to develop a framework of world locational knowledge, incl. local area, UK and wider world and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features & places in the news.

**Understanding Physical & Human Geography** of conditions and processes that explain features, distributions patterns and changes over time & space.

- **Extending from the familiar and concrete to the unfamiliar and abstract**
- **Making greater sense of the world by organising and connecting information about people, places, processes and environments**
- **Working with more complex information, including people's attitudes, values and beliefs**

Expectations by end of KS1	Expectations by end of lower KS2	Expectations by end of upper KS2
Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment	Demonstrate their knowledge and understanding by investigating places beyond their immediate surroundings, incl. human and physical features and patterns, how places change, some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how/ why they are different and how/why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns and the processes that lead to change. They show some understanding of the links between people, places and environments.

**Geographical Enquiry Skills** – observing, collecting, analysing, evaluating and communicating geographical information.

- **Increasing the range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.**

Expectations by end of KS1	Expectations by end of lower KS2	Expectations by end of upper KS2
Be able to investigate places and environments by asking and answering questions, making observations and using simple sources - maps, atlases, globes, images & aerial photos.	Be able to investigate places and environments, by asking and responding to geographical questions, making observations and using a range of sources. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information incl. a variety of maps, graphs and images. They can express their opinions and recognise why others may have a different point of view.

<b>KS1</b>	<b>Y1 Barnaby Bear's World Tour</b>	<b>Y1 Observing our World through the Year - Seasonal Change</b>	<b>Y2 Near and...</b>	<b>Y2 Far</b>
<b>Locate 7 continents and 5 oceans</b>	name and label			draw and model
<b>Name, locate and identify characteristics of the 4 UK countries and capital cities</b>			UK map, mountains, cities, islands + location of Chilterns + BR	
<b>Understand similarities &amp; differences between a small area of the UK (Bledlow Ridge and surrounding local area) and contrasting non-European country</b>			Bledow Ridge, local area of Chilterns – land use, houses, community buildings, roads	Village in Uganda – links with towns & city – land use, houses, community buildings, roads – climate
<b>Identify seasonal and daily weather patterns in UK</b>		weather vocab Comparison e.g. colder, drier		
<b>Locate hot and cold areas of the world (relate to equator and poles)</b>	Identify places that look hotter or colder, link with nearer equator/poles	contrast climate v weather - Hot climate/cold climate - UK – medium climate		climate (general) & weather (specific) in Uganda, introduce drought = too little rain, flood = too much rain
<b>Use basic geographical vocabulary – physical features eg. river, hills, valley, beach</b>	mountains, hills, beach, river, cliffs		ridge, valley, woodland, pasture (grazing) arable (crops), orchard	Lake Victoria, River Nile, forest, grassland, desert
<b>Use basic geographical vocabulary – human features eg. village, town, city, harbour</b>	village, town, city, castle, harbour		village, town, road, motorway, railway	Kampala, towns, villages, farms
<b>Use world maps, atlases and globes to identify UK and countries looked at</b>	globe & world map		Globe & UK map	Google Earth introduce atlases for detail
<b>Use four points of a compass and basic directional language to describe location of features/routes on a map</b>	Globe & on map	outside – on school field	outside in village	
<b>Use aerial photos and plan perspectives to recognise landmarks/features</b>			classroom > school > village> local area scale	House/farm > different scales in Uganda (compounds)
<b>Devise a simple map, use and construct a basic key with symbols</b>		on school field	village - range of features e.g. church, village hall, shop, school	compounds
<b>Use simple fieldwork &amp; observational skills to study geography of school grounds and local area</b>		on school field – measuring by paces	village, using tally charts, comparing e.g. materials of houses	

<b>Lower KS2</b>	<b>Y3 Making Mountains &amp; Volcanoes</b>	<b>Y3 Ancient Egyptians</b>	<b>Y3 World Biomes</b>	<b>Y4 The Caribbean</b>	<b>Y4 What is Sustainability?</b>
<b>Locate countries (focus on Europe &amp; N. and S. America), environmental regions, physical and human features, countries and cities</b>	Andes, Rockies, Himalayas Locations of specific volcano(es) studied (?)	Egypt, River Nile, Cairo Sahara desert	Specific places looked at: Tromso, Norway	Caribbean Sea, names of range of islands	India, China, USA
<b>Name &amp; locate countries of the UK, regions, features &amp; how some aspects have changed over time</b>				Caribbean populations in UK	Food produced in UK – v food imported Impact of Fair Trade
<b>Identify position &amp; significance of latitude &amp; longitude, Prime meridian and time zones</b>			Equator, poles, Tropics Latitude > patterns in temperature & day length	Latitude and Longitude of Caribbean; demonstrate longitude compared to UK	
<b>Understand similarities and differences of region of UK and region of Europe or N. or S. America</b>				Contrast map of Europe and Caribbean, climate, landscapes, transport	
<b>Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle</b>	Fold & volcanic mountains Mountain landscape features, volcanoes on plate boundaries	Climate in Egypt Route of Nile	Biomes: Polar, Tundra, Taiga, Temperate, Tropical, Desert, Mountain	Tropical Climate Rainforest biome (Water cycle Y4 Science)	
<b>Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b>	Life in volcanic areas – farming, rich volcanic soils - Risks of eruptions/earthquakes	Trade & resources transported on Nile, Farming in Nile valley	Population patterns – biomes with most/least people? Food imported to UK, where is it grown? Where would be good to generate solar energy?	Main settlements around coasts; inland, mainly villages Farming, local food + export of bananas	Population density Resource use – C footprint Water stress –uses/quantity Food – amounts, range, water/C cost of production
<b>Use maps, atlases, globes, computer-mapping to locate countries &amp; features studied</b>	Maps, globes, atlases to locate mountains/volcanoes	Atlas to find out what Egypt is like now	Thematic map to show patterns. Google Earth - egs	Maps, globes, atlases to identify & name islands	Thematic maps to show resource use/distribution
<b>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</b>			Introduce 8 compass points e.g. to describe biomes on a continent	Use 8 compass points to identify islands – e.g. I'm NW of ... with the Atlantic Ocean to the E ..	
<b>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b>	Sketch maps, plans, graphs – e.g. location of volcano, surrounding features		Sketch maps, plans, graphs – e.g. showing biome on world map	Sketch maps, plans, graphs – e.g. map of St Vincent, marking features	

<b>Upper KS2</b>	<b>Y5 Invaders from Across the Sea</b>	<b>Y5 The Alps</b>	<b>Y6 Arabian Nights</b>	<b>Y6 Wye go there? Rivers</b>	<b>Y6 What does it mean to be British?</b>
<b>Locate countries (focus on Europe &amp; N. and S. America), environmental regions, physical and human features, countries and cities</b>	North Sea, Norway, Denmark, Germany, Netherlands	Alps, France, Switzerland, Austria, Italy	Arabian Peninsula, Iraq and other countries of the region, Baghdad, Mecca, Euphrates & Tigris Rivers	Amazon, Nile, Ganges	
<b>Name &amp; locate countries of the UK, regions, features &amp; how some aspects have changed over time</b>	Anglo-Saxon areas  Danelaw area established under Viking rule			River Thames, Severn, local Wye	Range of UK cities Regions e.g. Scottish Highlands, Norfolk coast, Lake District – population change, landuse/tourism
<b>Identify position &amp; significance of latitude &amp; longitude, Prime meridian and time zones</b>			Identify cities by latitude and longitude		Prime Meridian Time zones
<b>Understand similarities and differences of region of UK and region of Europe or N. or S. America</b>		Compare/contrast Alps with Chilterns			Compare North Norfolk Coast with Chilterns
<b>Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle</b>		Mountain features Mountain climate/biome	Arabian desert, features, climate, rivers	River features Thames, Severn, Ouse, Trent, Tyne	Loch Ness, Pennines, Welsh Mountains Some Coastal features
<b>Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b>	Reasons for migration – flat, fertile land to farm, leaving conflict	Life in Alps: Farming/food, water Forestry, quarrying Hydroelectric power Tourism	Cities – Silk Road & other trade routes	Uses of rivers – settlements, water supply, transport, trade, tourism	Cities – Bristol, Liverpool, Manchester, Leeds, Newcastle, Birmingham trade, link to cotton, coal etc. Ind Rev & Empire & life in N Norfolk
<b>Use maps, atlases, globes, computer-mapping to locate countries &amp; features studied</b>	Atlas & Google Earth to look at migration routes	Use atlas, range of maps to compare Alps/Chilterns	Use atlas to find out about Arabian peninsula	Use of OS maps Thematic maps	Google Earth; Use maps to look for patterns/reasons
<b>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</b>		Notice & interpret symbols and key on maps		4 and 6 figure grid references; symbols and keys	
<b>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b>		Draw sketch maps using symbols & key		Local river fieldwork – observation, measuring depth, profile, flow Residential N Norfolk – coastal fieldwork	