Brenzett CE Primary School

Geography Progression Map

	Acorn Class	Cherry Class	Willow Class	Oak Class
Progression in Locational Skills and Knowledge				
Skills	• Identifying land and water on a map or globe • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*	• Locating all the world's seven continents on a world map. • Locating the world's five oceans on a world map. • Showing on a map the oceans nearest the continent they live in. • Showing on a map which continent they live in. • Locating the four countries of the United Kingdom (UK) on a map of this area. • Showing on a map which country they live in and locating its capital city. • Locating the surrounding seas and oceans of the UK on a map of this area . • Locating the capital cities of the four countries of the UK on a map of this area. • Identifying characteristics (both human and physical) of the four capital cities of the UK. • Showing on a map the city, town or village where they live in relation to their capital city.	• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating some key physical features in countries studied on a map including • significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a world map and • identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of • Fire'. • Locating some of the world's most significant rivers and identifying any • patterns. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Beginning to locate the twelve geographical regions of the UK. • Describing how a locality has changed over time, giving examples of both physical and • human features • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating key physical features in countries studied on a map . • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. • Locating many counties in the UK. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land-use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features • Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe

Knowledge	• To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* • To know that usually water is represented in blue on a map or globe. • To know the name of their school and the place where they live. • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, • old).*	• To be able to name the seven continents of the world. • To know that a continent is a group of countries. • To know that they live in the continent of Europe. • To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean. • To› be able to name the five oceans of the world. • To know that the UK is short for 'United Kingdom'. • To know that a country is a land or nation with its own government. • To know that the United Kingdom is made up of four countries and their names. • To know the name of the country they live in. • To know that there are four bodies of water surrounding the UK and to be able to name them. • To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK. • To know that a capital city is the city where a country's government is located.	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate • boundaries. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* • To know that biomes are areas of world with similar climates, vegetation and animals. • To know the world's biomes. * • To know vegetation belts are areas of the world which are home to similar • plant species. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • Finding the position of the Equator and describing how this impacts our environmental regions. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern • Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.	• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland). • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.

			• To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions .	
Progression in Place Knowledge				
Skills	• Discussing how environments in stories and images are different to the environment they live in.	• Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country. • Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place.	• Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing how climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.
Knowledge	• To know that places within this country can differ from each other. • To know that there are differences between places in this country and places in other countries.	• To know that life elsewhere in the world is often different to theirs. • To know that life elsewhere in the world often has similarities to theirs. • To know some similarities and differences between their local area and a contrasting non European country.	• To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes.	• To know some similarities and differences between the UK and a • European mountain region. • To know why tourists visit mountain regions
Progression in Human and Physical Knowledge				
Skills	• Observing weather across the seasons. • Observing and discussing the effect the changing seasons have on the world around them. • Beginning to use the names of the seasons in the correct context. • Making observations about the features of places (in stories, photographs or in the school grounds/local area) • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)	• Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary ‘season’ and ‘weather’. • Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locating hot and cold areas of the world in relation to the Equator and the North and South poles • Recognising and describing some human features of a location using subject-specific vocabulary. • Describing and understanding the differences between a city, town and village. •	• Mapping and labelling the seven biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place.	• Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate • zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of • the vegetation belts in relation to the six biomes, climate and • weather. • Giving examples of alternative viewpoints and solutions regarding • an environmental issue and explaining its links to climate change. Describing and understanding economic activity including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the ‘push’ and ‘pull’ factors that people may consider when migrating.

			• Describing how humans can impact the environment both positively and negatively, using • examples.	• Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples
Knowledge	• To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. • To know some of the key characteristics of each season. • To know that there are four seasons in a year which are marked by the weather conditions. • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	• To know the four seasons of the UK. • To know that 'weather' refers to the conditions outside at a particular time. • To know that different parts of the UK often experience different weather. • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • To know that weather conditions can be measured and recorded. • To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that coasts (and other physical features) change over time. • To know some key physical features of the UK • To know that human features means any feature of an area that was made or built by humans. • To know that a sea is a body of water that is smaller than an ocean. • To know that human features change over time. • To know some key human features of the UK.	• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know the world's biomes. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. • To know that climates can influence the foods able to grow	• To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know why the ocean is important. • To know the global population has grown significantly since the • 1950s. • To know which factors are considered before people build • settlements. • To know migration is the movement of people from one country to • another. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment.
Progression in Geographical Skills and Fieldwork Skills				
Skills	• Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Drawing some of the features they notice in their school and school grounds. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	• Using an atlas to locate the UK. • Using a map to locate the four countries of the UK. • Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using a world map, globe and atlas to locate all the world's seven continents. • Using a world map, globe and atlas to locate the world's five oceans	• Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.	• Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships

	• Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Beginning to use modelled directional vocabulary when describing features in the surrounding environment. • Recognising features on maps (real or imaginary). • Draw real or imaginary maps even if features are indistinguishable.	• Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes. • Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. • Using locational language and the compass points (N, S, E, W) to describe the route on a map. • Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. • Using a map to follow a prepared route. • Use simple compass directions (North, South, • East and West) and locational and directional • language, to describe the location of features • and routes on a map • Adding labels to sketch maps. • Using simple picture maps and plans to move around the school. • Recognising landmarks of a city studied on aerial photographs and plan perspectives. • Recognising human features on aerial photographs and plan perspectives. • Recognising physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to make a simple key. • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Finding a given OS symbol on a map with support. • Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). • Using an aerial photograph to draw a simple sketch map using basic symbols for a key.	• Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and • index. • Zooming in and out of a digital map.	between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features • studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human • features in regions studied. • Accurately using 4 and 6-figure Grid References to locate features on a map in regions • studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the 8 compass points on an OS map. • Planning a journey to another part of the world using six figure grid references and the eight points of a compass.
Knowledge	• To know that a map is a picture of a place. • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind)	• To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. • To know that a map is a picture of a place, usually drawn from above. • To know that symbols are often used on maps to represent features. • To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). • To know what a sketch map is.	• To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for • housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols.	• To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for • enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To know a line graph can represent variables over time.

		• To know that a globe is a spherical model of the Earth. • To begin to recognise world maps as a flattened globe. • To know that a compass is an instrument we can use to find which direction is north. • To know which direction is N, S, E, W, on a map. • To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent. • To know that an interview can be a way to find out people's views about their area. • To know that a tally chart is a way of collecting data quickly. • To know that a pictogram is a chart that uses pictures to show data	• To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, • north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial • and transportation) • To know an enquiry-based question has an open-ended answer found by research. • To know how to use various simple sampling techniques. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features • of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent • data.	• To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.
Progression in Geographical Concepts				
Place *Pupils build understanding that…*	• Places have names to help people describe where they are. • Places can be different sizes and types.	• A place is more than just a location, it is about how it looks, what is there and how it makes you feel. • A place has different features that make it unique. • Landscape and surrounding environment are important parts of a place. • No two places are exactly alike.	• A 'place' encompasses distinctive features, landscape, community, and diversity. • A 'place' is shaped by various factors including culture and shared experiences. • As individuals, they are part of the process of shaping the place where they live. • People's shared experiences of a place can help people to connect as a • community. • Places are interconnected, influencing and being influenced by other places.	• Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. • Factors such as socio-economic influences, historical context, and environmental impact can influence a place. • The significance of different places may vary from person to person.
Space *Pupils build understanding that…*	• Things can be distributed or spread out across a space in different ways	• Patterns can be seen in the way features are distributed within a space. • How far apart features are in a space can be compared and contrasted.	• The concept of space can be observed in various physical and human geographical features like landforms and urban areas. • 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. • Elements, such as information, goods and people, within a space relate to and influence each other.	• 'Space' involves examining features and the relationships between them. • Pattern, within the concept of 'space', refers to how distributions of things repeat or vary. • That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.
Scale *Pupils build understanding that…*	• Some places are bigger than others. Some places are bigger than others.	• Some features of an environment are bigger or smaller than others.	• Scale can refer to local, national, international and global. • Local issues, such as litter in their school, can be connected to larger regional,	• Links can be made between geographical processes at these different scales. For • example, they might explore how a local weather event is part of larger global

		• People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent). • Maps are small - scale representations of a place	• national, or global issues, such as waste management and pollution. • Different geographical concepts and processes can be observed, interconnected and understood at these different scales.	• climate patterns. • Geographers examine features and the relationships between them at different scales, depending on their intended outcome. • The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. • When discussing and debating geographical issues the issue of scale is relevant to stakeholders
Interdependence *Pupils build understanding that…*	• Aspects of our world are connected.	• Features and people are connected and rely on each other. • People, places, environments and processes are connected and can affect each other	• Changes or events in one location can affect another, regardless of distance. • Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place. • Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance	• More complex interdependencies exist, such as how the economy of one place can affect another. • Interdependence shapes our world, such as how trade connects different countries.
Physical and human processes *Pupils build understanding that…*	• The physical environment changes over time	• Humans can have an impact on our surroundings. • Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.	• Physical changes and human influences like urban growth can change the landscape of an area. • Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss.	• Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. • There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.
Environmental impact and sustainable development *Pupils build understanding that…*	• Taking care of our environment is important and there are ways we can help do this.	• Human activities can impact the environment in many ways and there are things we can do to care for the world around us. • Human activities can have a positive or negative impact on the environment.	• Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally. • It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling. • The impact of human activities on ecosystems and the environment may have long-term effects.	• There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources. • There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability
Cultural awareness and diversity *Pupils build understanding that…*	• People have different daily practices and ways of life.	• There are many similarities and differences between the ways of life of people in different places. • That similarities and differences between environments can contribute to cultural diversity.	• They are part of a local, national and global community. • There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we • interact with our environment.	• That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics. • Different perspectives can provide different ways of understanding and interpreting the world.

Definitions of concepts

Rationale for conceptual development	*Concepts are important in geography as they draw out the links between processes and ideas. To develop their understanding of each of these concepts, pupils need to learn the range of relevant knowledge and skills. It is from this knowledge and development of these skills that pupils gain a more abstract appreciation of the subject. Therefore, it is critical that the content of the curriculum is broken down into component parts (or chunks) that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation.'* Conceptual knowledge is not confined to these concepts but these are considered by the geography community and Ofsted (Research Review Series: Geography 2022)
Place	Place signifies more than a geographical location, it encompasses distinctive features, landscape, community and diversity. Features of a place make it distinct, including both physical and human features. Landscape and surrounding environment also play a part, whether it's a cityscape or countryside near or far. Communities are often created when people are connected by their shared experiences of a place. Diversity refers to the fact that no two places are exactly alike. Places are unique, from the way they make us feel, to their size, type and location. Understanding and forming an imagination of a 'place' means looking at all these different characteristics together.
Space	Space acts as a foundation for ideas like location, distribution, pattern, interaction, and distance. Location refers to where something is, whether that's a mountain or a city. Distribution is about how things are spread out across a space, while pattern refers to how these distributions repeat or vary. Interaction examines how different elements, such as information, goods and people, within a space relate to and influence each other. Distance is about how

	far apart things are within that space. Pupils learn that these concepts can be observed in various physical and human geographical features like landforms, urban areas, and political systems. Therefore, understanding 'space' involves examining these features and the relationships between them.
Scale	Scale can refer to the size or level of geography, from local to national, international and global. Pupils make links between geographical issues and processes at these different scales. Scale also helps us understand how different geographical concepts are interconnected at various levels.
Interdependence	Interdependence is a key idea, highlighting how everything, including people, places, environments, and processes, are linked together in numerous ways. Pupils gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.
Physical and human processes	Physical and human processes involve understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Pupils learn that the two types of processes are interlinked and influence the other.
Environmental impact and sustainable development	Environmental impact and sustainable development explore the relationship between humans and the Earth. Pupils examine how human activities affect ecosystems and lead to environmental changes, both locally and globally. they look at the importance of using resources sustainably to balance our current needs with those of future generations.
Cultural awareness and diversity	Cultural awareness and diversity help pupils to understand the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community. In addition, they shed light on critical perspectives such as decolonising, and young people's geographies, fostering a more inclusive and diverse understanding of the world around us as well as appreciating different values and attitudes and their influence on geographical issues.