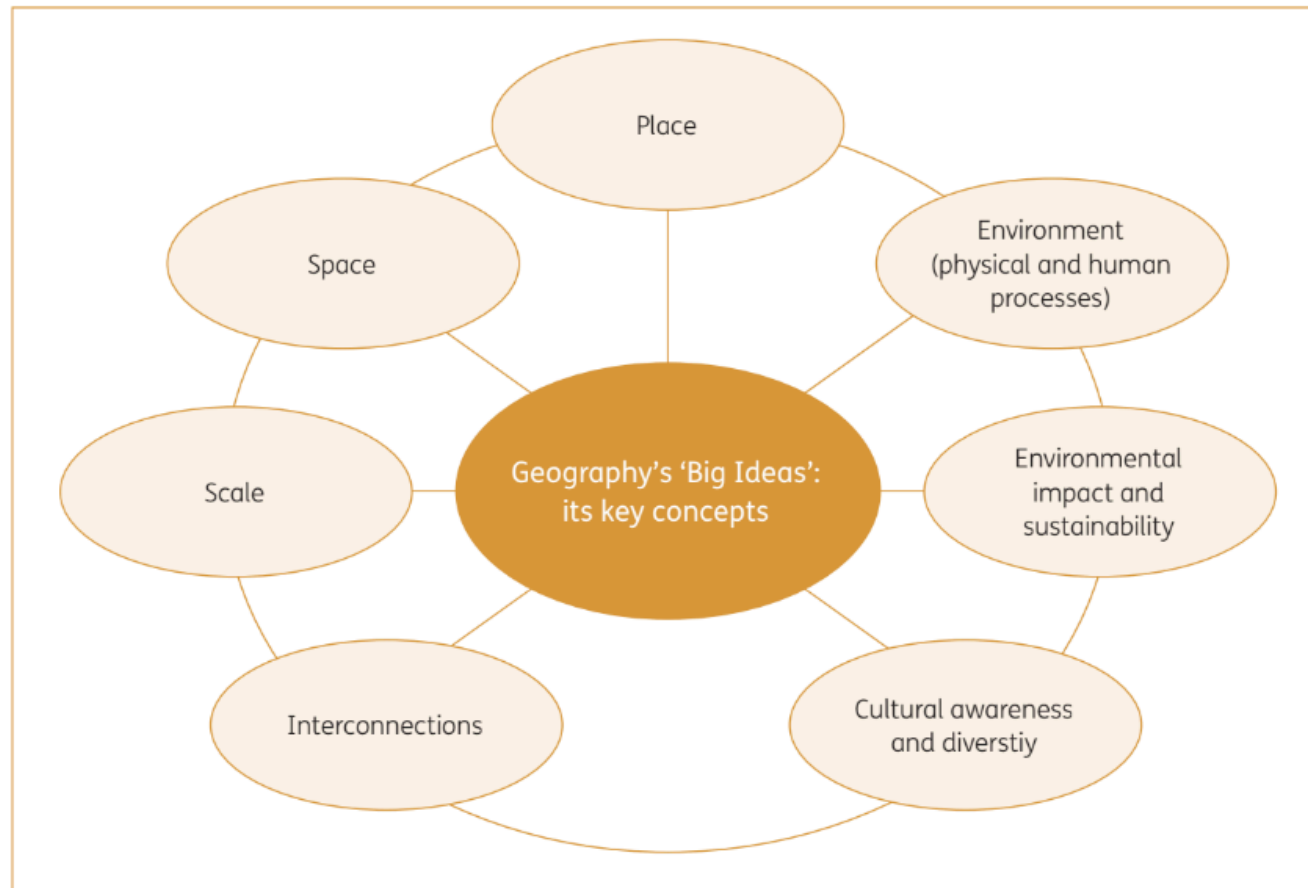




Bandon Hill Primary School
Geography Progression Document





Geography 'Big Ideas'		
Place	Environment & Sustainability	Space
<p>Children study a variety of places including imagined as well as real. They consider what is in places and what happens there, ways places change and develop, their character and what they are like, how we respond to places, whether we prefer them to stay the same or evolve.</p> <p>Children study place starting with the known and local before moving wider. In KS1 children study their locality, gradually moving out wider. They go on to study the United Kingdom before moving onto study world localities such as Nairobi in Kenya and other holiday locations.</p> <p>Through the study of physical processes such as volcanoes and earthquakes children in LKS2 widen their understanding of place. They deepen their understanding of particular regions such as Northern France, and also deepen their understanding of their locality.</p> <p>In UKS2 children learn about additional places such as Brazil in South America. Through the study of physical processes, Biomes, children find out about a range of world regions. They also further develop their understanding of their own locality and how it is connected.</p>	<p>Children learn about the environment, local and global and how humans impact on this environment. They also learn about how humans seek to manage and improve their environment.</p> <p>In EYFS children talk about their own environment, sometimes using story books and consider how they can look after it better.</p> <p>In KS1 through the study of the local area children consider their immediate environment around the school and wider into central London. They think about what it is like to live in this area, how we feel about green spaces near us and how we can maintain them, for example putting litter in a bin.</p> <p>In LKS2 children study themes such as 'The Water Cycle'. They understand how rivers can become polluted and the effect that this has on the environment and people who use the river. They also find about the impact of humans on physical processes such as earthquakes and volcanoes.</p> <p>In UKS2 children study Biomes, including a detailed study of the Amazon rainforest. They learn how humans have damaged biomes and what can be done to mitigate this. They go on to study a specific unit 'Climate change'</p>	<p>Children learn about where places are located and how they are located in relation to each other. When children learn about specific themes such as volcanoes and earthquakes they also learn where the places where these phenomena occur are, gradually building up a greater understanding of place and space.</p> <p>In KS1 the children learn about where the countries of the UK are located in relation to each other, as well as the capital cities and seas surrounding the UK. When learning about 'Explorers' and Nairobi in Kenya children are shown where these locations are using a globe and world map, whilst also making reference back to previous locations studied. This helps build up a picture of 'space' and where places are in relation to each other.</p> <p>In LKS2 whilst learning about the location of UK and major world river children begin to build up a picture of where these are located and also which regions and continents these can be found in.</p> <p>In UKS2 children make connections where the Biomes are located in the world and the significance of this for example desert biomes can be found close to the Equator, tropical biomes can be found close to the tropics.</p>



	finding out specifically about what they can do to reduce the impact of this on the world.	
Scale	Interconnections	Cultural awareness and diversity
<p>Children study places from very small sites for example their home and school to local, their town high street and city of London. They go on to study regional areas, national areas, locations found in different continents.</p> <p>In EYFS children learn about their school and homes.</p> <p>In KS1 children widen their understanding by looking at local streets, central London as well as the features of the UK. They also study Nairobi in Kenya as well as other contrasting locations through the unit title 'Where in the world do explorers go?'</p> <p>In LKS2 the children zoom in to particular regions of the world in order to find out more about physical processes there, for example a region in Italy.</p> <p>In UKS2 the children continue to zoom in on particular regions and areas of the world in order to find out more about physical processes and phenomena.</p>	<p>In KS1 the children learn that far off places such as Naorbi in Kenya is linked to the UK only by air travel or sea.</p> <p>In LKS2 the children broaden their UK geography understanding of how Surrey borders on its neighbouring counties, connected by both road and rail. They also see how the South-East is connected to the continent via the Channel Tunnel.</p> <p>Later in LKS2 the children learn about the region of Northern France, understanding how it is connected to the South-East of England and the rest of France and mainland Europe.</p> <p>In UKS2 the children understand how their actions in relation to climate change can have a direct impact in their own country and the rest of the world.</p> <p>Later in UKS2 the children learn about trade links and where our food comes from, further understanding their connections within the UK and wider world. They also find out about where their parents come from showing how we are connected much wider.</p>	<p>In EYFS children learn about diversity through stories and discussions about their own families.</p> <p>In KS1 the children learn about the UK and some of the traditions and culture found within the countries that make up the UK. They consider how these are similar and different.</p> <p>In LKS2 through the study of Rivers, children learn about the culture of the people who live around these rivers. Through the study of Northern France, earthquakes and volcanoes and mountains children also learn about the culture of the people who live in these places.</p> <p>In UKS2 through the study of the Amazon the children learn about the indigenous people who live there. They learn about how they themselves are connected wider through their own families.</p>



Enquiry							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Simple but stimulating questions</p> <p>Focusing on local scale, with some awareness of the wider world</p> <p>Supporting the formation of opinions around familiar places</p> <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> • Where am I? • What is this place like? • What can I see, hear, smell and touch? • What kinds of features are here/there? • How do I feel about it? 		<p>Clear and interesting questions to:</p> <ul style="list-style-type: none"> • Describe local area. • Compare and develop knowledge of the wider world • Notice distinctive human and physical features. • Stimulate opinions • Recognise change over time/space. <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> • What kinds of features are here... why are they where there are? • What are people doing here? Does that ever change? • How does this place remind me of/compare to other places? • How am I connected to 		<p>Purposeful questions to:</p> <ul style="list-style-type: none"> • Widen knowledge of a range of places and the features and patterns that link them. • Explore human and physical processes • Recognise connections • Compare and contrast place, space and scale • Recognise Cause and effect <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> • Does the way we use a space change it? • Why and how are any decisions made? • What physical/human processes are at work here? What patterns result? • What will this place be like in the future? 		<p>Thought provoking questions to:</p> <ul style="list-style-type: none"> • Appraise multiple scales and locations • Describe and explain processes and patterns • Investigate why similarities/differences exist • Explain interdependence and impact • Enable multiple perspectives • Consider bias based on economic, historical, political, cultural, social, natural influences <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> • How do processes shape this place/space? • Why do these same processes not occur elsewhere? • How are we dependent on the choices/actions made by others? • What might/should it be like in the future? • Whose opinion is right...why? 	



Locational Knowledge							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>To know where we live (city/town)</p> <p>Name the four countries and capital cities of the UK</p> <p>Locate the four countries and capital cities of the UK</p> <p>Identify characteristics of the four countries of the UK and its surrounding seas</p>	<p>Name and locate the world's seven continents</p> <p>Name and locate the world's five oceans</p> <p>To locate the equator, North Pole and South Pole on a globe or on a world map.</p> <p>Use North, South, West, East to describe a location.</p>	<p>Locate coasts, rivers and mountains in the UK and World.</p> <p>Recall and locate the capital cities and counties of the UK.</p>	<p>Locate Europe on world maps</p> <p>Use maps to identify key countries and major cities in Europe</p> <p>Locate and name the world's famous volcanoes and where earthquakes take place along the major fault lines.</p>	<p>Locate the worlds countries using maps to focus on South America</p> <p>Use maps to concentrate on the environmental regions of South America</p> <p>Locate The Amazon River and the countries it flows through in South America using regular and digital maps.</p> <p>Locate the major world Biomes and recall their locations (continent/country)</p> <p>Locate the Equator and</p>	<p><i>Recap</i></p> <p><i>To locate the counties of the United Kingdom.</i></p> <p><i>To locate the counties of the UK and countries of the world.</i></p> <p><i>Locate the towns/counties which surround Surrey within Greater London and beyond</i></p> <p>Through the study of connections, build up additional locational knowledge of countries of the world.</p>



						<p>Southern Hemisphere.</p> <p>Identify the position and significance of the Southern hemisphere, latitude and longitude.</p> <p>Identify the position and significance Northern hemisphere, tropic of cancer, Arctic and Antarctic Circle.</p>	
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Place Knowledge							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</p>	<p>To be able to compare and contrast story settings.</p> <p>To be able to describe and draw pictures of the natural world including animals and plants. (Wider environment)</p>	<p>Name some places in and around the school</p> <p>Ask relevant questions about my town</p> <p>Name key places in our local area e.g (church, shop, house, park)</p>	<p>Understand geographical similarities and differences through studying the City of London and Naoribi in Kenya.</p> <p>Recognise some local landmarks and some landmarks of a non-European country I study.</p> <p>Ask geographically relevant questions about a place.</p> <p>Use appropriate vocabulary to describe what I like or don't like about a place.</p>	<p>Identify the difference between British Isles, Great Britain and the UK.</p> <p>Recognise the geographical similarities and differences between places.</p> <p>Learn about the physical and human features of the south-east region of England.</p>	<p>Learn about the specific physical and human features of the locality, Wallington and how these have changed over time.</p> <p>Identify geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country (Italy)</p> <p>Learn about the physical and human features of</p>	<p>Describe how a place is part of a wider context – region, country, and continent. (Brazil)</p> <p>Recognise the climate of a country based on its location.</p> <p>Explain the lines on a globe and use the terms Longitude and Latitude.</p>	<p>Recap</p> <p>Describe how a place is part of a wider context – region, country, and continent.</p>



					the region of Northern France.		
Human Geography							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>DM</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>To be able to talk about what they see using appropriate vocabulary noting features of objects in their immediate environment</p>	<p>DM</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>ELG</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>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.</i></p>	<p>Understand and use geographical vocabulary to explain the human features of a place (city, town, factory, house, office, shop)</p> <p>Recognise human features in the local area</p> <p>I can explain why people wear different clothes at the different parts of the year.</p> <p>Explain the different jobs people might do to according to the weather of their countries.</p>	<p>Understand and use geographical vocabulary to explain the human features of a place (road, bridge, railway line, museum, houses, schools)</p> <p>Compare the lives of people between UK and a non-European country and explain the reasons using my geographical knowledge.</p>	<p>Explain what human features/geography of a place means.</p> <p>Explain the human features of an area I study. (south-east England)</p> <p>Explain why people live in cities/towns/villages.</p> <p>Understand and explain why rivers are important.</p>	<p>Explain how natural disasters (volcanoes and earthquakes) affect the lives of people.</p> <p>Understand how human activity is affected by climate and the physical geography of a place.</p> <p>Describe some of the industry in my local area/in an area I study. (Northern France)</p>	<p>Explain the effect of climate on a region and on people's lives.</p> <p>Explain why rainforests are important.</p> <p>Explain the effect of humans on rainforests.</p> <p>Suggest ways to improve places I study.</p> <p>Explain how humans affect/alter their environments over time.</p> <p>Explain how humans can act to improve their environment.</p>	<p>Describe and understand economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>To understand how humans are connected to different parts of the country and world.</p>



Physical Geography							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>DM</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>To be able to talk about what they see using appropriate vocabulary noting features of objects in their immediate environment</p>	<p>DM</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG</p> <p>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.</p> <p>Understand some important processes and changes in the – natural world around them, including the seasons.</p>	<p>Identify the main features of hot and cold places.</p> <p>To identify seasonal and daily weather patterns in the UK</p> <p>Know the four seasons and the differences between them.</p> <p>Explain how the weather changes according to the season.</p> <p>Recognise physical features in the local area</p> <p>Describe what places are like</p> <p>Use vocabulary to describe physical features of a place (hill, soil, river, forest)</p>	<p>Determine the location of hot and cold areas in relation to the Equator and the Poles.</p> <p>Use vocabulary to describe physical features of a place (island, beach, coast, ocean, mountain, cliff, valley, vegetation, savannah, countryside).</p>	<p>Describe the parts of a river and how they are formed.</p> <p>Describe and understand key aspects of the water cycle</p> <p>Locate and describe physical features of a place use geographical vocabulary</p>	<p>Describe how volcanoes are created, explaining their features and how they erupt.</p> <p>Describe why earthquakes take place.</p> <p>Describe the physical features of areas in Europe (mountains, rivers, lakes etc.)</p> <p>Compare the physical geography of my local area with an area in Europe.</p>	<p>Describe the main features of a rainforest.</p> <p>Describe and understand climate zones, biomes and vegetation belts.</p>	



Geographical Skills and Fieldwork							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>DM</p> <p>Draw information from a simple map.</p>	<p>Use atlases and globes to identify the UK and its countries</p> <p>Make a simple map of a small, familiar area.</p> <p>Look at photos, videos and maps to recognise the physical features of an area.</p> <p>Use observational skills to study the geography of my school and its surrounding area.</p> <p>Understand the location of NSEW through playground games.</p>	<p>Use atlases, globes and maps to identify counties, continents and oceans</p> <p>Describe my personal observations from visits to local landmarks.</p> <p>Devise a simple map of an area I study and make a key with symbols.</p> <p>Use NSEW to describe locations on a map.</p> <p>Use a compass to navigate NSEW.</p>	<p>Use maps (digital and others), atlases and globes to identify locations (countries and cities).</p> <p>Find the same place on a globe and an atlas.</p> <p>Use photographs, diagrams or maps to recognise some human and physical features of a place.</p> <p>Draw a simple map using a key and symbols.</p> <p>Carry out field work in my local area (River Wandle).</p> <p>(follow a map and use 8 points of the compass)</p>	<p>Use maps (digital and others), atlases and globes to identify locations in Europe and Italy</p> <p>Make a sketch or diagram during my fieldwork.</p> <p>Use 4 figure grid references.</p> <p>Draw accurate maps with keys using symbols to represent different physical features.</p> <p>Carry out field work in my local area focusing of Wallington</p> <p>(follow a map and use 8 points of the compass)</p> <p>Use satellite images and aerial photographs of different places.</p>	<p>Confidently use 4 figure grid references.</p> <p>Locate a place on a map using longitude and latitude.</p> <p>Use maps and atlases in different scales to identify features of a place</p> <p>Use globes and digital/computer mapping to locate countries and describe features studied</p> <p>Create own maps using primary and secondary sources of evidence.</p>	<p>Confidently use eight points of a compass; know the function of contour lines and use of map scales.</p> <p>Use 6 figure grid references</p> <p>Create a map to show an area I studied (using a detailed key and symbols for physical features).</p> <p>Interpreting data and constructing charts/graphs as a result of an enquiry.</p>