



Enquiry, geographical skills and fieldwork	Asking and answering questions Planning and undertaking geographical enquiry Communicating the outcome of enquiries Fieldwork skills Using secondary resources such as books, websites and images Understanding different points of view Making and using maps Using globes, atlases and digital mapping
Studying places – place and locational knowledge	Locational knowledge The school grounds and local area The UK, Europe and the wider world Localities in the UK, Europe and the wider world
Physical, human and environmental geography	Physical geography *landscapes, volcanoes, rivers and coasts *the weather, seasons and climate *landscapes, plants and animals Human geography *homes, buildings, villages, towns and cities *journeys and the movement of people, goods and ideas *jobs, agriculture, fishing, mining, manufacturing, transport and services *land use and the location of activities Environmental geography *change and development *caring for the environment and the planet *sustainability and environmental responsibility

High quality geographical work incorporates **three key interrelated elements**. Combining these different elements can enable pupils to think geographically in authentic learning activities that have real purposes, audiences and outcomes.

Bourne Westfield Primary Academy: Progression of Geography Skills Document



LOCATIONAL KNOWLEDGE	The UK	Locate features of personal significance in the local community e.g. park, post office, shop	Identify and locate the 4 countries of the UK Locate Bourne on a map of the UK	Identify location of 4 countries of the UK and their capitals	Identify location of Lincolnshire on a map of England, 1 or 2 surrounding counties and local towns Know the local towns of Lincolnshire and some regions within the county (e.g. fens, Wolds and the coast) Locate Bourne on a map of Lincolnshire	Locate major features of the UK e.g. Ben Nevis, River Thames, Lake District Know and locate some major cities of the UK (Birmingham, London, Glasgow, Manchester) Know and locate major rivers of the UK (Thames, Trent, Severn etc) Know the names of different types of settlements (rural, urban, city, town, village) and give examples in the UK locating them on a map. Locate the seas around the UK (Atlantic Sea, North Sea and English Channel)		Explain distribution of natural energy resources on a map of the UK.
	The World	Locate hot and cold locations on a world map.	Identify location of Atlantic, Pacific and Indian Oceans Identify location of North and South Poles and the Equator on an atlas and globe.	Identify location of 7 continents and 5 oceans of the world Identify the location of hot and cold areas in the world in relation to the Equator and North and South poles. Begin to locate some climate zones on a map	Identify location of Tropic of Cancer, Tropic of Capricorn, Equator, Northern Hemisphere, Southern Hemisphere. Locate different climate zones on a map. Locate different biomes on a map. Identify the location of major mountain ranges , and areas of volcanic and earthquake activity (incl the Ring of Fire).	Know and locate major rivers of the world , including the Nile	Name and locate some countries in Europe and North America Identify oceans and major seas around Europe (Mediterranean, Baltic) and North America (Atlantic, Pacific, Caribbean) South America : location of some countries, topographical features, major cities, oceans and seas surrounding the continent. Know and locate major rivers of the world , including the Amazon	Discuss the geographical significance of time zones and lines of latitude and longitude Identify areas of high and low economic activity and trade from a given map and make links. Identify the locations of world and UK mineral resources and their uses. Identify areas of water scarcity and different water quality around the world
	Compass Directions		Begin to use compass directions: North, South, East, West, near, far, left, right, forwards, backwards	Knows and can use compass directions: North, South, East and West	Begin to use 8 cardinal points with compass directions.	Uses 8 cardinal points with compass directions.		
UNDERSTANDING PLACES	SIMILARITIES AND DIFFERENCES	Recognise some similarities and differences about contrasting locations (local, national, international)	Understand geographical similarities and differences through studying the human and physical geography of Bourne and London. Know that Bourne is within a rural area surrounded by farmland, and London is a large city. Make simple comparisons between Bourne and London about their physical and human features	Understand geographical similarities and differences through studying the human and physical geography of Bourne and a region in Kenya. Recognise some human and physical differences between Bourne and a region in Kenya e.g. climate, environment Compare the physical and human features of hot and cold places.	Recognise the varied human and physical geography of the countries of the UK : Wales & Scotland = generally high ground, hills, mountains, large lakes; England = rolling hills, ranging coastline; N Ireland – rugged coastline Recognise the varied human and physical geography of Lincolnshire , e.g. Lincoln is a city, there are market towns, very rural areas, farmland and the coasts Understand geographical similarities and differences through studying the human and physical geography of Bourne in the past, and how it has changed to now.	Understand geographical similarities and differences through studying the human and physical geography of a region in the UK: Scottish Highlands Knows there are very rural locations in the UK; different jobs; population Understand geographical similarities and differences through studying the human and physical geography of a region in Egypt.	Understand geographical similarities and differences through studying the human and physical geography of E Europe, North America, South America and the UK. <i>E.g. UK much more temperate; compare life expectancy, poverty, income, population</i>	Understand geographical similarities and differences through studying the human and physical geography of people who inhabit harsher climate locations: Andes mountains, Peru & Amazon basin, Brazil <i>Remote settlements; challenges of different climates and harsh environments</i>

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	GIVING OPINION	Talk about the features of their own immediate environment saying what they like and dislike about a place.	Give simple opinions about where they would like to live	Recognise positives and negatives of a place	Explain own views about a location.	Explain own views about a location, giving developed reasons.	Use a range of resources (e.g. maps, views, statistics) to give detailed descriptions and opinions about a place	Use a range of resources to give detailed descriptions and opinions about a place, recognising and explaining why others might have a different view
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PHYSICAL GEOGRAPHY	<p>Identify and talk about the seasons and some of the things that happen during each one – make observations of the trees.</p> <p>Discuss the weather on a daily basis.</p> <p>Make observations of the natural world from a range of sources.</p> <p>Identify physical features within the school ground</p>	<p>Identify the key physical features in the school and local area</p> <p>Keep a daily weather chart and ask questions about the weather.</p> <p>Explain that the weather changes throughout the year and name the seasons</p> <p>Know different features of coastal regions e.g. cliffs, harbour, lighthouse, beach, sea, port</p> <p>Knows that the UK is an island and what this means</p> <p>Know that the coast looks different in different places</p>	<p>Describe seasonal and daily weather patterns in the United Kingdom.</p> <p>Know that there are hot and cold places in the world and can name some animals and plants living in these places.</p> <p>Know that the position of a place on the globe affects whether it is hot or cold</p> <p>Describe the physical landscapes of hot and cold places around the world e.g. sandy deserts, ice deserts, coral reefs and rainforests</p> <p>Knows that there are different climates around the world (climate zones)</p>	<p>Know the shape of the Earth causes different climates</p> <p>Knows a biome is an environmental region (plants and animals)</p> <p>Knows that a vegetation belt is the plant life in a biome</p> <p>Describe the characteristics of the major biomes around the world and identify how they are different</p> <p>Know that the Earth's crust is made up of tectonic plates</p> <p>Explain how mountains form and what mountain ranges are</p> <p>Describe how volcanoes form, why they erupt and what happens when they erupt</p> <p>Describe why earthquakes happen and what happens when they occur</p>	<p>Describe how rivers can flood</p> <p>Describe what drought is</p>	<p>Describe the different biomes within Europe and North America</p> <p>Describe how a canyon is formed by river erosion</p> <p>Explain how rivers are formed and how they change on their journey.</p> <p>Understand the different physical landscapes of Africa</p>	<p>Describe the water cycle, including some types of precipitation and cloud.</p> <p>Describe some of the remote and harsh physical geography of regions of the world e.g. Andes and Amazon basin</p> <p>Know the different forms of water (saltwater and freshwater) and the different bodies of water around the world (lakes, gulf, glaciers...)</p> <p>Know that there are naturally occurring resources in the ground e.g. minerals, oil, gas</p>
HUMAN GEOGRAPHY	<p>Recognise some similarities and differences between life in this country and life in other countries – e.g. growing up in England and in Africa</p> <p>Identify manmade features within the school ground and local area.</p> <p>Say what places are like such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline.</p> <p>Naming and meeting important members of their society e.g. police officer, fire fighter, nurses.</p>	<p>Understand that people live in different parts of the world and do different things there</p> <p>Identify the key human features in the school and local area</p> <p>Identify features to say whether it is a city, town, village, rural or coastal area.</p> <p>Know that people use the seas and coasts for different reasons e.g. leisure, work, fishing, travel</p>	<p>Explain why people choose to live where they do.</p> <p>Simply describe why features are important to a place and the people that live there</p> <p>Describe the human features of hot and cold places around the world e.g. the clothes that are worn, daily life, conditions</p>	<p>Understanding the population differences between different places in Lincolnshire and the reasons why they differ</p> <p>Know the human characteristics of parts of the UK: landmarks, different types of farming, population spread in cities and rural areas</p> <p>Know that people choose to live in dangerous places and their reasons e.g. near a volcano/ an area of earthquake activity</p>	<p>Describe the human features of rural and urban locations in the UK</p> <p>Understand the pros and cons of living in rural and urban areas, and the link to population.</p> <p>Know why populations can change</p> <p>Know that places rely on tourism for jobs and their economy</p> <p>Describe some of the cultural differences between countries in Europe.</p>		<p>Understand simply the global economy and the importance of trade</p> <p>Describe the link between trade, economics and the physical features of countries involved.</p> <p>Describe how people live in remote parts of the world</p> <p>Describe how the physical features of a place affect human activity</p> <p>Know the importance of water to human processes: farming, travel, trade, resources, life</p> <p>Describe how countries are interconnected economically, socially and politically</p> <p>Describe some push and pull factors for relocation and the effect of urbanisation</p> <p>Describes the process immigration and migration and understands why people relocate</p>

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ENVIRONMENTAL GEOGRAPHY	Describe what they see, hear and feel whilst outside.	<p>Knows that humans affect the quality of the environment</p> <p>Know that there are local issues e.g. traffic, litter</p> <p>(Traffic study – making the school safe and seaside/beach pollution)</p>	<p>Know that we can generate change, especially locally</p> <p>(linked to fieldwork study in Bourne)</p>	<p>Know the impact of flooding to the local economy and urban areas</p> <p>Describe how natural disasters can affect the environment (flooding and drought)</p> <p>Describe how people are managing environmental disasters such as flooding.</p>		<p>Describe how biomes around the world are affected by human activity (e.g. deforestation)</p>	<p>Describe how locations around the world are changing and explain some of the reasons for these changes (e.g. mining and the demand for materials)</p> <p>Know that there are renewable and non-renewable sources of energy and there are pros and cons of them both</p> <p>Know the impact of non-renewable sources of energy on the environment</p> <p>Know the pros and cons of wind farm developments within a community</p> <p>Describe the impact of river pollution and what can be done to reduce the impact.</p> <p>Know the impact of different water quality around the world and how we can help</p>
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