



Brookland Federation
Progression of Skills - Geography

| | Nursery | Rec | 1 | 2 | 3 | 4 | 5 | 6 |
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| Locational Knowledge | Know there are different countries in the world | <p>To know that Cheshunt is in England</p> <p>To know that Australia is a long way away from England</p> | <p>Use maps, atlases and globes to be able to locate London, England and the UK.</p> <p>Understand that a map and a globe show the same thing.</p> <p>Name and locate the four countries of the United Kingdom.</p> | <p>To know that London is the capital city of England and close to Cheshunt</p> <p>To name and locate world's seven continents and five oceans</p> <p>Identify the hot and cold areas of world in relation to the Equator and the North and South Pole</p> <p>Use maps, atlases and globes to be able to locate Iceland and Brazil</p> | <p>Name and locate the countries, cities and geographical regions of the UK</p> <p>Use atlases, globes and maps to locate continents as well as: UK, Brazil, Italy, Russia, Iceland and America</p> <p>Locate the world's countries to focus on Europe concentrating on environmental regions, key physical and human characteristics and topographical features</p> | <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Prime/Greenwich Meridiana and time zones</p> <p>Locate the world's countries to focus on North America concentrating on environmental regions, key physical and human characteristics and topographical features</p> <p>Locate California on a map</p> <p>Locate the ring of fire</p> <p>Explain how the distance of a country from the equator impacts on its climate</p> <p>Explain how some countries may have more than</p> | <p>Pupils should extend their knowledge and understanding beyond the local area to include Europe.</p> <p>Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Locate the North Sea</p> | <p>Locate Brazil and the rainforest on a map/atlas and globe</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include North and South America.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> |



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| | | | | | | <p>one biome.</p> <p>Explain 3 key lines of latitude</p> <p>Locate biomes in relation to the equator</p> | | |
| Place Knowledge | Talk about holidays they have been on | To recognise key features around the school | <p>To be able to name the capital city of England</p> <p>To identify key characteristics and the capital cities of the 4 countries in the UK</p> <p>To be able to express a preference</p> | <p>To identify the key characteristics of a town in Iceland.</p> <p>To identify the key characteristics of homes in Iceland and Brazil and compare to homes in Cheshunt</p> <p>To identify the food grown and eaten in Brazil - can we grow the same and why.</p> <p>Compare school life between ours and Brazil</p> | <p>To extend knowledge and understanding beyond the local area</p> <p>Describe and understand key aspects of Iceland including mountains, types of settlement, land use, economic activity including trade links.</p> | <p>Locate the ring of fire and explain why it is there and what it is</p> <p>Identify the impact of a biome on vegetation of selected countries</p> <p>Explore how our local woodlands are used considering the biome of the UK</p> | <p>Explain the key environmental features of an Icelandic town.</p> <p>Explain how an Icelandic town gains income.</p> <p>Explain how tourism affects Iceland?</p> | <p>Explain why people have built settlements near a rainforest using language related to human and physical features.</p> <p>Explore a case study of human experience of living in a rainforest.</p> |
| Human and Physical Geography | <p>To recognise different weather</p> <p>To know which clothes people wear for the correct weather</p> <p>Explore their school and forest school environment</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 from the one they live in</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> | <p>To identify key human and physical features in their school grounds</p> <p>To identify seasonal and daily weather patterns locally.</p> <p>To identify seasonal and daily weather patterns in the UK.</p> <p>To use basic geographical</p> | <p>To identify key human and physical features in their local area</p> <p>To know that Land is used for different puposes</p> <p>Consider why features are placed where they are</p> <p>To identify key physical features a town in Iceland and Brazil</p> | <p>Identify and locate key human and physical features in Cheshunt town and London</p> <p>Explain how land use patterns have developed due to physical features of a surrounding environment and how these have changed over time</p> <p>Identify transport links</p> | <p>Explain what fault lines are</p> <p>Explain what causes tremors (using vocab like 'tectonic plates')</p> <p>Explain what causes a tsunami</p> <p>Understand and identify what a biome is and why countries have different ones -</p> | <p>Identify environmental features of an Icelandic town</p> <p>Learn and explore the trade links of an Icelandic town</p> <p>Understand how a town gains income</p> <p>Identify how humans impact the water cycle</p> <p>Explain the path of the river from the</p> | <p>Research trade and transport of the countries that trade with the UK. Develop own perspective on how this could be done in a more sustainable way.</p> <p>Negotiate during a classroom debate how to make a sustainable impact on behalf of a country.</p> |



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| | | To know that transport is used to travel from one place to another | vocabulary e.g: mountain, sea, river, coast | Compare the weather in Iceland and Brazil to the weather in Cheshunt | To know the location and characteristics of a range of the world's most significant human and physical features Describe and explain key aspects of human geography, including types of settlement and land use Understand similarities and differences through the study of human and physical geography of Cheshunt, London, Italy, Iceland and Brazil. | relate to distance from the equator - Describe and understand the key aspects of volcanoes and earthquakes Describe and understand key aspects of human geography - settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water | source to the mouth using key vocabulary Understand how the North Sea is used for trade. Explain transport links from the coast. Describe erosion and the impact Identify how trade occurs through coasts Identify how coasts change through human and physical impact | |
| Geographical skills and fieldwork | Look at photographs and talk about differences Visit and investigate forest school | Draw information from a simple map Look at photographs of Australia and compare to Cheshunt Visit and investigate Forest School | To use locational and directional language to describe locations on a map including the countries of the UK Use aerial photographs to recognise landmarks and basic human and physical features Use a simple map then construct and use basic symbols | Use aerial photographs and plan perspectives to recognise local landmarks. Use aerial photographs and plan perspectives to recognise features of Iceland and Brazil. Use simple fieldwork and observational skills to study the geography of their | Use OS maps, atlases and globes Use Digital computer mapping - DigiMaps Collect, analyse and communicate with a range of data gathered through field work (traffic surveys, land use mapping) Measure and collate data to compare Cheshunt | Use OS maps, atlases and globes Use Digital computer mapping - DigiMaps Locate biomes in relation to the equator | Create a persuasive argument presentation to a target audience Create and analyse a quantified amalgamation of specific research Use a Secchi disc to measure pollution levels of a local river Present findings | Calculate my carbon footprint and how to reasonably reduce it. Negotiate during a classroom debate how to make a sustainable impact on behalf of a country. Develop own project on the local area based on research into local issues |



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| | | | <p>in a key</p> <p>To express an opinion with justification</p> <p>Use weather equipment to collect data</p> <p>Visit Forest School Investigate the school environment</p> | <p>surrounding environment (Cheshunt)</p> <p>To use simple compass directions and a simple map to plan a route</p> <p>Visit Forest School Investigate the local area outside of school (ELm Drive Estate, Cheshunt)</p> | <p>and London</p> <p>To use 8 figure compass directions</p> <p>Use 6 figure grid references</p> <p>Use topographical, climate and political maps</p> <p>Investigate Cheshunt Town and London</p> | | | <p>Work with a budget - plan and justify spending</p> |
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