



Progression in Geography at Buglawton Primary School



Geography Disciplinary Concepts:

1. Place
2. Scale
3. Space
4. Environment (physical and human processes)
5. Interconnections
6. Environmental impact and sustainability
7. Cultural awareness and diversity

Golden threads:

1. Power, influence and achievements
2. Settlement
3. Trade and movement
4. Diversity
5. Sustainability
6. Our locality

	EYFS	KS1 National Curriculum Objective	Year 1	Year 2	KS2 National Curriculum Objectives	Year 3	Year 4	Year 5	Year 6
Autumn			<p>What makes Buglawton Primary School Special?</p> <p>Place, space, environment</p>	<p>Is there more to Congleton than Bear Town?</p> <p>Place, scale, space, environment, interconnections</p> <p>Settlement</p>		<p>Does the UK landscape look the same all over?</p> <p>Place, space, scale, environment</p> <p>Settlement</p> <p>Diversity</p>	<p>Is Europe the same all over?</p> <p>Place, space, scale, environment</p> <p>Settlement</p> <p>Diversity</p>	<p>Is there more to North America than Disneyland?</p> <p>Place, scale, space, environment, cultural awareness and diversity</p> <p>Settlement</p> <p>Diversity</p> <p>Do mountains and volcanoes make suitable homes?</p> <p>Environment, cultural awareness and diversity</p> <p>Settlement</p> <p>Sustainability</p>	<p>How have jobs and industry changed in Congleton?</p> <p>Place, scale, space, environment</p> <p>Trade/ Movement</p>
Spring			<p>Why do we love where we live?</p> <p>Place, scale, space, environment</p> <p>Settlement</p>	<p>How should we have rebuilt London after the Great Fire?</p> <p>Place, space, scale, environment, cultural awareness and diversity</p> <p>Settlement</p> <p>Sustainability</p>		<p>How did the UK landscape and land uses change since the Old Stone Age?</p> <p>Place, space, environment, interconnections</p> <p>Settlement</p> <p>Trade/Movement</p>	<p>What are the similarities and differences between the Northwest of England and the Attica region of Greece?</p> <p>Place, space, scale, environment</p> <p>Settlement</p> <p>Diversity</p>		<p>Is there more to South America than the Amazon rainforest?</p> <p>Place, scale, space, environment, cultural awareness and diversity</p> <p>Settlement</p> <p>Diversity</p> <p>Sustainability</p>
Summer			<p>Is all the UK the same as Buglawton?</p> <p>Interconnections, environment, cultural awareness and diversity</p> <p>Settlement</p>	<p>Where does our food come from?</p> <p>Environment, cultural awareness and diversity, interconnections</p> <p>Diversity</p> <p>Sustainability</p>		<p>Were there any other civilisations like Egypt's at that time and how could we possibly know?</p> <p>Interconnections, environment</p> <p>Power</p> <p>Settlement</p>	<p>How important is the River Dane to Congleton?</p> <p>Place, scale, environment, environmental sustainability, interconnections</p> <p>Settlement</p> <p>Sustainability</p> <p>Trade/Movement</p> <p>What does the future of Congleton Town Centre look like?</p> <p>Place, scale, space, environment, interconnections</p> <p>Settlement</p> <p>Diversity</p>	<p>How do the Great Lakes compare with the Lake District?</p> <p>Interconnections, environmental sustainability, cultural awareness and diversity</p> <p>Trade/Movement</p> <p>Diversity</p>	


Progression in Locational Knowledge at Buglawton Primary School




Locational knowledge

EYFS	KS1 National Curriculum Objective	Year 1	Year 2	KS2 National Curriculum Objectives	Year 3	Year 4	Year 5	Year 6
	Name and locate the world's seven continents and five oceans		Name and locate the world's seven continents and five oceans.	Locate the world's countries, using maps to focus on: <ul style="list-style-type: none"> Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<ul style="list-style-type: none"> Find the countries where 4 ancient civilizations grew (and notice they are all in a line) Find the common geographical feature that links 4 ancient civilizations 	<ul style="list-style-type: none"> Locate and describe environmental regions in Europe Locate countries and cities of Europe Locate and describe key physical features of Europe Locate and describe key human features of Europe Conclude and communicate our learning Compare the climate and weather patterns of the UK and Greece Locate and describe human and physical features in the Attica region of Greece Describe tourism in the Attica region of Greece Communicate our learning 	<ul style="list-style-type: none"> Locate the countries and cities of North America Locate and describe environmental regions in North America Describe floods and drought in North America Describe physical features of North America Describe farming in the USA Communicate our learning Describe the structure of Earth Interpret information about plate tectonics Describe the key features and formation of mountains Describe the key features of volcanoes Use sources (to find out about Mount Saint Helens) 	<ul style="list-style-type: none"> Name and locate countries and cities of South America Locate and describe contrasting environments in South America Compare and contrast features of Rio de Janeiro with London Locate and describe the Amazon River and rainforest Describe how life is similar and different for people living in contrasting locations in Brazil Debate the impact of deforestation on South America Research the impact of earthquakes in South America Present information about the impact of earthquakes in South America Communicate our learning
	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas	<ul style="list-style-type: none"> Name and locate the four countries of the United Kingdom Locate the four countries of the UK (recap) and four seas Describe some of the UK's physical features Describe some of the UK's human features Describe the four countries of the UK 	<ul style="list-style-type: none"> I can name the four capital cities of the United Kingdom. 	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	<ul style="list-style-type: none"> Name and locate regions of the UK Name and locate cities and counties in the UK Name and locate rivers and coasts in the UK Name and locate mountains and hills in the UK 	<ul style="list-style-type: none"> Locate and describe the human features of the North West Locate and describe the physical features of the North West Compare the climate and weather patterns of the UK and Greece Identify features of rivers Describe locations using co-ordinates Understand scale Use fieldwork skills to make observations Conclude and communicate (interactive digital map) 		
				identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Find the countries where 4 ancient civilizations grew (and notice they are all in a line)		Locate and describe environmental regions in North America	Describe the significance of lines of latitude on South America

Progression in Place Knowledge at Buglawton Primary School

	EYFS	KS1 National Curriculum Objective	Year 1	Year 2	KS2 National Curriculum Objectives	Year 3	Year 4	Year 5	Year 6
<p>Place knowledge</p>	<p>Rec: Understand that some places are special to members of their community.</p> <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK...</p>	<ul style="list-style-type: none"> Use four points of the compass Observe human and physical features in Buglawton Observe human and physical features in the woods Compare using aerial photographs 1) Observe human and physical features in aerial photographs and maps 	<ul style="list-style-type: none"> Use fieldwork skills to make observations (including valley, vegetation, factory and office) Use primary and secondary sources (to find out about changes over time) Conclude what the land is used for in Buglawton Use sources to compare past and present Describe London 	<p>understand geographical similarities and differences through the study of human and physical geography of</p> <ul style="list-style-type: none"> a region of the United Kingdom, 		<ul style="list-style-type: none"> Locate and describe the human features of the North West Locate and describe the physical features of the North West Compare the climate and weather patterns of the UK and Greece Communicate our learning Identify features of rivers Describe locations using co-ordinates Understand scale Use fieldwork skills to make observations Conclude and communicate (interactive digital map) Use sources to find out about the past Use fieldwork skills to observe and measure Collect and make sense of data Create a digital map (with a complex key) Communicate our learning (letter to council) 	<ul style="list-style-type: none"> Research and describe the North West region of the UK (building on Year 4 learning) Compare the Great Lakes with the Lake District 	
	<p>PreSch: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Rec: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG: 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.</p>	<p>...and a small area in a contrasting non-European country</p>		<ul style="list-style-type: none"> Use sources to learn about diversity (in Ghana) Use sources to learn about a farm (in Ghana) Use sources to learn about life on a farm (in Ghana) Compare two farms 1Communicate learning about where our food comes from 	<ul style="list-style-type: none"> a region in a European country, and a region within North or South America 		<ul style="list-style-type: none"> Compare the climate and weather patterns of the UK and Greece Locate and describe human and physical features in the Attica region of Greece Describe tourism in the Attica region of Greece Communicate our learning 	<ul style="list-style-type: none"> Use sources (to find out about Mount Saint Helens) Research and describe the Great Lakes region of North America Compare the Great Lakes with the Lake District 	<ul style="list-style-type: none"> Compare and contrast features of Rio de Janeiro with London Locate and describe the Amazon River and rainforest Describe how life is similar and different for people living in contrasting locations in Brazil Debate the impact of deforestation on South America

Progression in Human and Physical Geography at Buglawton Primary School

	EYFS	KS1 National Curriculum Objective	Year 1	Year 2	KS2 National Curriculum Objectives	Year 3	Year 4	Year 5	Year 6
Human and physical geography	: Understand the effect of changing seasons on the natural world around them. ELG: Understand some important processes and changes in the natural world around them, including the seasons [and changing states of matter].	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<ul style="list-style-type: none"> (ongoing) Describe the weather (daily) Describe the seasons 	<ul style="list-style-type: none"> Locate hot and cold places in the world (linked to food grown worldwide) Use sources to find out about food grown in the UK 	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<ul style="list-style-type: none"> Name and locate rivers and coasts in the UK Name and locate mountains and hills in the UK locate Egypt and say why the River Nile was so important 	<ul style="list-style-type: none"> Locate and describe environmental regions in Europe Locate and describe key physical features of Europe Compare the climate and weather patterns of the UK and Greece Locate and describe human and physical features in the Attica region of Greece Identify features of rivers Describe locations using co-ordinates Understand scale Use fieldwork skills to make observations Conclude and communicate (interactive digital map) 	<ul style="list-style-type: none"> Locate and describe environmental regions in North America Describe floods and drought in North America Describe physical features of North America Describe the structure of Earth Interpret information about plate tectonics Describe the key features and formation of mountains Describe the key features of volcanoes Use sources (to find out about Mount Saint Helens) Research and describe the Great Lakes region of North America 	<ul style="list-style-type: none"> Describe the significance of lines of latitude on South America Locate and describe contrasting environments in South America Compare and contrast features of Rio de Janeiro with London Locate and describe the Amazon River and rainforest Research the impact of earthquakes in South America Present information about the impact of earthquakes in South America 1Communicate our learning
	PreSch: Continue developing positive attitudes about the differences between people. PreSch: Show interest in different occupations. Rec: Name and describe people who are familiar to them (delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers). Rec: Recognise some environments that are different from the one in which they live. ELG: Know some similarities and differences between the natural world around them and contrasting environments,	Use basic geographical vocabulary to refer to: key physical features and key human features	<ul style="list-style-type: none"> Describe some of the UK's physical features Describe some of the UK's human features Describe the four countries of the UK 	<ul style="list-style-type: none"> Use fieldwork skills to make observations (including valley, vegetation, factory and office) Use primary and secondary sources (to find out about changes over time) Conclude what the land is used for in Buglawton Use sources to compare past and present Describe London Locate London and describe its importance (describing difference between village, town and city) Use fieldwork skills to make observations about dairy farming Use sources to find out about dairy farming 	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> Name and locate cities and counties in the UK Explain why settlements developed in certain locations Find the common geographical feature that links 4 ancient civilizations Locate Egypt and say why the River Nile was so important 	<ul style="list-style-type: none"> Locate and describe key human features of Europe Locate and describe human and physical features in the Attica region of Greece Describe tourism in the Attica region of Greece Use sources to find out about the past Use fieldwork skills to observe and measure Collect and make sense of data Create a digital map (with a complex key) Communicate our learning (letter to council) 	<ul style="list-style-type: none"> Describe farming in the USA Research and describe the Great Lakes region of North America Research trade (car manufacturing) Compare the Great Lakes with the Lake District 	<ul style="list-style-type: none"> Use fieldwork/ use sources to find out about the past Use maps to find out about jobs and industry in Congleton Use fieldwork to find out about jobs and industry Describe changes to jobs and industry over time Compare and contrast features of Rio de Janeiro with London Describe how life is similar and different for people living in contrasting locations in Brazil Debate the impact of deforestation on South America Research the impact of earthquakes in South America Present information about the impact of earthquakes in South America 1Communicate our learning

	drawing on their experiences and what has been read in class			<ul style="list-style-type: none">• Use sources to learn about diversity (in Ghana)• Use sources to learn about a farm (in Ghana)• Use sources to learn about life on a farm (in Ghana)• Compare two farms• Communicate learning about where our food comes from					
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Progression in Geographical Skills and Fieldwork at Buglawton Primary School



Geographical skills and fieldwork

EYFS	KS1 National Curriculum Objective	Year 1	Year 2	KS2 National Curriculum Objectives	Year 3	Year 4	Year 5	Year 6
	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage	<ul style="list-style-type: none"> Name and locate the four countries of the United Kingdom Locate the four countries of the UK (recap) and four seas 	<ul style="list-style-type: none"> Describe London (applying compass points to follow a route, making maps) Name and locate the world's seven continents and five oceans. 	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> Find and locate Egypt on a globe and map Find the countries where 4 ancient civilizations grew (and notice they are all in a line) Find the common geographical feature that links 4 ancient civilizations Locate Egypt and say why the River Nile was so important 	<ul style="list-style-type: none"> Locate and describe environmental regions in Europe Locate countries and cities of Europe Locate and describe key physical features of Europe Locate and describe key human features of Europe Compare the climate and weather patterns of the UK and Greece Locate and describe human and physical features in the Attica region of Greece Identify features of rivers Describe locations using co-ordinates Understand scale Conclude and communicate (interactive digital map) Create a digital map (with a complex key) 	<ul style="list-style-type: none"> Locate the countries and cities of North America Locate and describe environmental regions in North America Interpret information about plate tectonics 	<ul style="list-style-type: none"> Use maps to find out about jobs and industry in Congleton Name and locate countries and cities of South America Describe the significance of lines of latitude on South America Locate and describe contrasting environments in South America
<p>PreSch: Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>PreSch: Describe a familiar route.</p> <p>PreSch: Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Use simple compass directions (North, East, South and West)...</p> <p>...and locational and directional language (for example near and far, left and right), to describe the location of features and routes on a map</p>	<ul style="list-style-type: none"> Use four points of the compass Use locational and directional language (e.g. near, far, left, right). 	<ul style="list-style-type: none"> Describe London (applying compass points to follow a route, making maps) 	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<ul style="list-style-type: none"> Use 8 points of the compass Use alpha-numeric grid references 	<ul style="list-style-type: none"> Describe locations using co-ordinates <p><i>Use symbols and key on OS Maps throughout the Rivers unit</i></p>	<ul style="list-style-type: none"> Use four figure grid references <p><i>Use symbols and key on OS Maps when learning about the North West throughout the unit</i></p>	<ul style="list-style-type: none"> Use six-figure grid references <p><i>Use symbols and key on OS Maps when learning about jobs and industry in Congleton throughout the unit</i></p>
Rec: Draw information from a simple map.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	<ul style="list-style-type: none"> Name features (in oblique aerial photographs) and give opinions Compare using aerial photographs 1) Observe human and physical features in aerial photographs and maps 	<ul style="list-style-type: none"> Interpret aerial photographs Describe London (applying compass points to follow a route, making maps) Use sources to compare past and present (maps) 					

	Devise a simple map and use and construct basic symbols in a key	<ul style="list-style-type: none"> • Make a map (of our table top) • Make a map (using own symbols) 	<ul style="list-style-type: none"> • Make maps (using agreed symbols)' • Use primary and secondary sources to find out about changes over time (using maps) • Conclude what the land is used for in Buglawton (making a map with agreed symbols) • Use fieldwork skills to make observations about dairy farming (including drawing a map using agreed symbols) 					
<p>PreSch: Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>PreSch: Use all their senses in hands-on exploration of natural materials.</p> <p>PreSch: Explore collections of materials with similar and/or different properties.</p> <p>PreSch: Talk about what they see, using a wide vocabulary</p> <p>Rec: Explore the natural world around them.</p> <p>Rec: Describe what they see, hear and feel whilst outside.</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<ul style="list-style-type: none"> • Find out about jobs in our school. • Describe our school • Observe human and physical features in Buglawton • Observe human and physical features in the woods 	<ul style="list-style-type: none"> • Use fieldwork skills to make observations • Use fieldwork skills to make observations about dairy farming 	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none"> • Use fieldwork skills to find out about land use • Make a map • Make a digital map of land use 	<ul style="list-style-type: none"> • Use fieldwork skills to make observations • Conclude and communicate (interactive digital map) • Use sources to find out about the past • Use fieldwork skills to observe and measure • Collect and make sense of data • Create a digital map (with a complex key) • Communicate our learning (letter to council) 		<ul style="list-style-type: none"> ○ Use fieldwork/ use sources to find out about the past • Use fieldwork to find out about jobs and industry