



Buttsbury Primary School Geography Progression Document

EYFS	Skills Progression	Early Learning Goals
	<ul style="list-style-type: none"> • Draw information from a simple map. • Describe what they can see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons.

EYFS Brain Busters (Core Knowledge)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BB – England is in Europe	BB – In winter the weather gets colder and windier	BB – Our community is where we live	BB – In Spring we see blossom on the trees.	BB – Direction means the route along which something moves.	BB – A rainforest is an area of tall, mostly evergreen, trees with lots of rainfall.
	BB – In Autumn leaves fall from the trees	BB - Some animals hibernate		BB – In spring baby animals are born.	BB – Maps can show us where things are or where they have been.	BB – In the summer it is warm and sunny
				BB – In spring days get lighter.		BB – When it is winter in Australia it is Summer in England.

EYFS Vocabulary	Throughout the year
	Map Find Look Feel Hear School Seasons Autumn Winter Spring Summer world

Year 1	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Locate two of the world's seven continents on a world map (Europe and Asia).</p> <p>Locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.</p> <p>Locate the four countries of the United Kingdom (UK).</p> <p>Show on a map which country they live in.</p>	<p>Name some key similarities and differences between their local area and a small area of a contrasting non-European country.</p>	<p>Describe how the weather changes with each season in the UK.</p> <p>Describe the daily weather patterns in their locality.</p> <p>Confidently use the vocabulary 'season' and 'weather'.</p> <p>Recognise some human and physical features in their locality.</p>	<p><u>Question:</u> Ask questions about the world around them.</p> <p><u>Observe:</u> Comment on the features they see in their school and school grounds.</p> <p><u>Measure:</u> Ask and answer simple questions about the features of their school and school grounds.</p> <p><u>Record:</u> Draw some of the features they notice in their school and school grounds on a sketch map.</p> <p><u>Present:</u> Use a simple recording technique to express their feelings about a specific place.</p>

Year 1 Brain Busters (Core Knowledge)	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
	BB1 – An aerial photograph is taken from the air.	BB1 – The four countries of the UK are: England, Scotland, Wales and Northern Ireland.	BB1 – Physical features are made by nature.
	BB2 – A map is a picture of a place, drawn from above.	BB2 – The weather is not the same everywhere in the UK at the same time	BB2 – China is in Asia. The UK is in Europe.
	BB3 – A key shows what symbols on a map mean.	BB3 – N, E, S, W – Never East Shredded Wheat	BB3 – The Great Wall of China is a human feature.

Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Vocabulary	<p>locate aerial symbols key questionnaire survey improve</p>	<p>country weather seasons temperature north south east west compass capital city</p>	<p>features map atlas aerial locate</p>

Year 2	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Locate all the world's seven continents on a world map.</p> <p>Locate the world's five oceans on a world map.</p> <p>Locate the surrounding seas and oceans of the UK.</p> <p>Locate the capital cities of the four countries of the UK and identify characteristics (human and physical) of the capital cities.</p> <p>Show on a map the town they live in, in relation to the capital city.</p>	<p>Describe, and begin to explain, some key similarities and differences between their local area and a small area of a contrasting non-European country.</p> <p>Describe what physical features may occur in a hot place in comparison to a cold place.</p>	<p>Locate the equator and North and South Poles on a world map.</p> <p>Locate some hot and cold areas of the world, in relation to the Equator and North and South Poles.</p> <p>Describe the key human and physical features of a coast using subject specific vocabulary.</p> <p>Describe and understand the differences between a city, town and village.</p>	<p><u>Question:</u> Ask or answer, simple questions about the human and physical features they see in the area surrounding their school.</p> <p><u>Observe:</u> Discuss the human and physical features they see in the area surrounding their school.</p> <p><u>Measure:</u> Collect data through a small survey of the school to answer an enquiry question.</p> <p><u>Record:</u> Classify features they notice into human or physical with support. Take digital photographs of geographical features in the locality.</p> <p><u>Present:</u> Present data in a simple tally chart or pictogram and comment on what the data shows.</p>

Year 2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Brain Busters (Core Knowledge)	BB1 – A continent is a large area of land, made of smaller countries.	BB1 – A human feature is something that is made by humans.	BB1 – The UK is an island surrounded by different seas.
	BB2 – Kenya has lots of dry land because it is a hot place.	BB2 – The Amazon Rainforest is in South America.	BB2 – A coast is where the land and sea meet.
	BB3 – The UK has a temperate climate.	BB3 – The Atlantic Ocean is closest to the UK.	BB3 – A coast might have cliffs, rocks or beaches.

Year 2 Vocabulary	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
	continent equator climate ocean	locate habitat human feature physical feature	sea coastline harbour pier cliff fieldwork

Year 3	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Name and locate counties and cities of the United Kingdom.</p> <p>Name and locate the three highest mountains in the UK</p> <p>Name and locate mountain regions around the world</p> <p>Name and locate the tallest mountains around the world</p> <p>Describe locations in relation to others in the UK.</p>	<p>Compare human and physical similarities and differences of settlements in different regions of the UK</p>	<p><u>Human</u> Identify types of settlement.</p> <p>Recognise land use related to settlements</p> <p>Recognise land use related to mountains</p> <p><u>Physical</u> Mountains – features and formation.</p> <p>Explore regional climates of the UK</p>	<p>Use the eight points of a compass</p> <p>Use maps or atlases to locate UK counties and cities.</p> <p>Use Ordnance Survey maps to build knowledge of the UK.</p> <p>Use symbols and keys on maps</p> <p>Use four-figure grid references when reading a map.</p> <p>Observe, record and present the human and physical features in the local area using interviews with locals and annotated sketch maps.</p>

Year 3	Where in the UK do we live?	What is a mountain?
Brain Busters (Core Knowledge)	BB1: A settlement is a place where people live	BB1: A mountain is at least 300 metres high.
	BB2: A hamlet is the smallest settlement	BB2: Ben Nevis is the highest mountain in Scotland.
	BB3: Billericay is a town	BB3: Snowdonia is the highest mountain in Wales.
	BB4: A county is larger than a town and has its own government	BB4: Scafell Pike is the highest mountain in England.
	BB5: A city is larger than a town and usually has a population of over 100,000 people	BB5: The highest mountain in the world is Mount Everest.

Year 3	Where in the UK do we live?	What is a mountain?
Vocabulary	Hamlet Town Settlement Village Rural Population capital city counties	Mountain Peak Valley Ridge Summit Slope Snow line

Year 4	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Understand how land use around volcanoes has changed over time.</p> <p>Locate volcanoes around the world including Vesuvius</p> <p>Describe how land formation has changed over time for coasts and rivers</p> <p>Name and locate rivers within the UK</p> <p>Name and locate significant rivers around the world (Including: Amazon, Nile)</p>	<p>Human and physical features of a region of a European country (Italy, Naples/Vesuvius/Pompeii)</p> <p>Human geography including land use.</p>	<p><u>Human</u></p> <p>Describe distribution of natural resources - water.</p> <p><u>Physical</u></p> <p>Rivers -features and formation</p> <p>Volcanoes – features and formation</p> <p>Water cycle (covered in Science)</p>	<p>Compare local data to data in other parts of the world e.g. rainfall</p> <p>Take measurements and present results</p> <p>Use aerial images to acquire and discuss geographical information</p> <p>Use maps to locate countries and regions within Europe</p> <p>Use maps, atlases, globes and digital computer mapping e.g. follow the journey of rivers, or volcanoes</p> <p>Use the eight points of a compass.</p>

Year 4	Why are rivers important?	What is life like near a Volcano?
Brain Busters (Core Knowledge)	BB1: A river is a natural flowing watercourse.	BB1: A volcano is an opening in the Earth's crust.
	BB2: A river is made up of three sections: the upper, middle and lower course.	BB2: When a volcano erupts, hot gases and melted rock are emitted.
	BB3: Erosion involves the wearing away of rock and soil found along the river bed.	BB3: The 3 main types of volcanoes are composite, shield and dome.
	BB4: A meander is a bend in a river.	BB4: A tectonic plate is a massive slab of solid rock.
	BB5: The start of the river is the source, where it meets the sea is the mouth.	BB5: Magma contains many minerals like diamond, gold, copper, lead and sulphur.

Year 4	Why are rivers important?	What is life like near a Volcano?
Vocabulary	Upper course middle course lower course waterfall plunge pool meander oxbow lake source estuary	eruption ash lava active dormant extinct conduit magma crust vent crater fault core mantle ring of fire

Year 5	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Locate the world's continents and identify major countries and cities within them (Including: Europe – Italy, South America – Brazil, Africa – Egypt, Europe – Russia, North America - Mexico)</p> <p>Recognise environmental regions of major countries and cities.</p> <p>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circles, the prime/ Greenwich meridian and time zones (including day and night).</p> <p>Name and locate regions susceptible to earthquakes around the world (Including: Japan)</p>	<p>Understand geographical similarities and differences throughout the study of human and physical geography (Russia)</p>	<p><u>Human</u> Recognise the distribution of natural resources - energy, food, minerals.</p> <p><u>Physical</u> Earthquakes – features and formation</p> <p>Understand the significance of tectonic plates</p>	<p>Explain what data which has either been collected or researched shows and the impact of it.</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features.</p> <p>Create sketch maps of the world.</p> <p>Understand how colours are used on a map to show different physical zones.</p> <p>Present data in graphs e.g. number of earthquakes</p>

Year 5 Brain Busters (Core Knowledge)	How do earthquakes impact us?	What makes our world?
	BB1: The continents of the world sit on top of tectonic plates.	BB1: There are seven continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia.
	BB2: Earthquakes are caused by the movement of tectonic plates.	BB2: The equator is an imaginary line halfway between the north and south pole.
	BB3: Earthquakes occur near tectonic plate fault lines.	BB3: Lines of latitude are imaginary horizontal lines that divide the Earth.
	BB4: The epicentre is the part of the Earth's surface that is directly above an earthquake's start point	BB4: Lines of longitude are imaginary vertical lines that divide the Earth.
	BB5: The hypocentre is the site underground where the earthquake starts	BB5: Russia is in Europe and is the largest country in the world.

Year 5	How do earthquakes impact us?	What makes our world?
Vocabulary	tectonic plate plate boundary epicentre hypocentre magnitude Richter scale	biomes tropical/temperate rainforest desert tundra grassland savannah Mediterranean aquatic lines of longitude/latitude hemisphere

Year 6	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Locate countries and cities within South America</p> <p>Locate the Amazon region within South America</p> <p>Key physical and human characteristics of regions within Brazil</p> <p>Locate and describe the position of the IOW (and it's surrounding water) in relation to other aspects of the UK</p>	<p>Understand geographical similarities and differences through the human and physical geography of South America to the UK.</p> <p>Understand geographical similarities and differences through the human and physical geography of IOW to the Billericay.</p>	<p><u>Human</u></p> <p>Investigate economic activity including trade links</p> <p>Describe land use – change over time</p> <p><u>Physical</u></p> <p>Identify Climate Zones, biomes and vegetation belts in South America</p> <p>Investigate changes in rock formation over time</p>	<p>Use six-figure grid references when reading a map</p> <p>Comparisons with old maps and photographs.</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features.</p> <p>Use graphs to record features e.g. temperature or rainfall across the world</p>

Year 6 Brain Busters (Core Knowledge)	What makes South America unique?	Isle of Wight
	BB1: South America is the 4th largest continent in the world.	BB1: Isle of Wight is an English Island
	BB2: North and South America has all 5 Climate Zones (Tropical, dry, continental, temperate and Polar).	BB2: Isle of Wight is located in the English Channel
	BB3: Brazil has 5 regions (North, North-East, Centre-West, South-East and South)	BB3: The body of water between the IOW and England is known as the Solent
	BB4: The Amazon = half of the world's remaining rainforest	BB4: The Needles are a rock formation known as a stack
	BB5: Rainforests help ward off climate change.	BB5: The IOW is a popular tourist attraction

Year 6	What makes South America unique?	Isle of Wight
Vocabulary	rainforest eco system sustainability fair trade deforestation canopy emergence shrub layer vegetation belts climate zones regions environmental impact	Island Solent The Needles Stack Alum Bay English Channel