



Brookhurst Primary School
Geography Progression of Skills

Purpose of our curriculum

A high-quality geography education should inspire in pupils a **curiosity** and **fascination** about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about **diverse places, people, resources** and **natural** and **human environments**, together with a deep understanding of the **Earth's key physical** and **human processes**. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the **formation and use of landscapes and environments**. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

“The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.” Barack Obama



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How Foundation Stage 2 will be Geographers

Topics and Big Question

Our immediate environment

Can you name places in our immediate environment?
Can you locate places in our immediate environment?
Can you make maps from stories?

Key Vocabulary

house, room, garden, school, playground, park, road, shop, hospital, village, environment, place, home, world, town, local area, Earth, journey, people, map, atlas, locate, globe, village, city, motorway, in front of, behind, next to, near

Locational Knowledge

ELG: The natural world

- Explore the natural world around them, making observations and drawing pictures of animals

ELG: Listening, attention and Understanding

Make comments about what they have heard and ask questions to clarify their understanding.

Key Stage 1 Readiness

- Know where they live
- Know how they travel to school
- Make maps from stories
- Follow simple maps in play

Human and Physical Geography

ELG: People, culture and communities

Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps

ELG: The natural world

- Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.

Place Knowledge

ELG: The natural world

- Explore the natural world around them, making observations and drawing pictures of animals

ELG: Listening, attention and Understanding

Make comments about what they have heard and ask questions to clarify their understanding.



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ELG: Listening, attention and Understanding

- Make comments about what they have heard and ask questions to clarify their understanding.

ELG: Mathematics

- Understand position through words alone.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

Key Stage 1 Readiness

- Recognise elements of their environment that are manmade and natural

Key Stage 1 Readiness

- Talk about some of the differences they notice when they are in different places
- Talk about places when looking at books and watching tv/videos
- Talking about places they have been to
- Talk about places in stories
- Using language that relates to place



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How Year 1 will be Geographers

Topics and Big Questions

<p style="text-align: center;">Our Weather</p> <p>(Human and physical geography – identify seasonal and daily weather patterns)</p> <p>What are the different types of weather in the United Kingdom? What is the weather like in our school grounds? How can we carry out fieldwork in our school?</p>	<p style="text-align: center;">The United Kingdom</p> <p>(Locational knowledge – name, locate and identify characteristics of the four countries and their capital cities)</p> <p>What countries make up the UK? What makes the countries different? What are the capital cities of the UK? What makes them different?</p>	<p style="text-align: center;">Chester</p> <p>(Human and physical geography – <i>key human features</i>)</p> <p>What are the human features of Chester? How do keys help us identify places on a map? How can do we recognise landmarks on aerial photographs?</p>
<p>Key Stage 1 National Curriculum</p>	<p>Geography Enquiry and Skills</p>	
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<ul style="list-style-type: none"> • Ask geographical questions • Observe and record (identifying buildings) • Express their own views about people, places and environments • Use geographical vocabulary • Make maps and plans • Use fieldwork skills 	
<p>Geographical Skills and Fieldwork</p>	<p>Locational Knowledge</p>	
<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Devise a simple map and use basic symbols in a key • Use simple fieldwork and observational skills to study the geography of the school grounds and Chester • Use world maps, atlases and globes to identify the United Kingdom and its countries 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas 	



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Human and Physical Geography	Place Knowledge
<ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles• Use basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop	<ul style="list-style-type: none">• Understand geographical similarities and differences through the study of places linked to other topic areas
Key Vocabulary	
world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Europe, weather, seasons, thermometer, temperature, record, observation, seasonal changes, humidity, location, route, aerial view, local, distant, address	



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How Year 2 will be Geographers

Topics and Big Questions

<p style="text-align: center;">Continents and Oceans</p> <p>(Locational knowledge – name and locate the world’s seven continents and five oceans)</p> <p>What are the different continents and oceans called? What are the polar regions like? What are the equatorial regions like?</p>	<p style="text-align: center;">Comparison Study</p> <p>(Place knowledge – understand geographical similarities and differences between London and Nairobi)</p> <p style="text-align: center;">What is it like in London? What is it like in Nairobi? How is life similar in the two places? How is life different in the two places?</p>	<p style="text-align: center;">Wonderful Wirral</p> <p>(Human and physical geography – <i>key physical features</i>)</p> <p style="text-align: center;">What are the physical geography features of Wirral? How does directional language help us describe locations? How do we use local maps to plan our route?</p>
<p>Key Stage 1 National Curriculum</p>	<p>Geography Enquiry and Skills</p>	
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<ul style="list-style-type: none"> • Ask geographical questions • Use secondary sources of information (internet, aerial images, maps etc) • Communicate in different ways including through numerical skill and quantitative skills, maps and pictures • Use fieldwork skills • Use globs, maps, plans at a range of scales 	
<p>Geographical Skills and Fieldwork</p>	<p>Locational Knowledge</p>	
<ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West), locational and directional language (near, far, left and right) to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study the physical features of our locality including using maps to show routes take whilst on fieldwork • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied 	<ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans 	



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Human and Physical Geography	Place Knowledge
<ul style="list-style-type: none">Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	<ul style="list-style-type: none">understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Key Vocabulary	
world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Oceania, Europe, North America, South America, Pacific, Atlantic, Indian, Southern (Antarctic), Arctic, Wirral, coast, beach, cliff, forest, hill, mountain, sea, river, soil, vegetation, season, weather, environment, landscape, route, north, south, east, west, compass, local, distant, address	



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How Year 3 will be Geographers

Topics and Big Questions

<p>Counties and Cities of The United Kingdom</p> <p>(Locational knowledge – name and locate countries and cities of the UK, geographical regions and identify their human and physical features)</p> <p>What are the common characteristics of major UK cities?</p> <p>Why do cities grow?</p> <p>What are the largest and smallest counties in the UK?</p>	<p>Compare the River Dee to the River Nile</p> <p>(Human and physical geography – rivers and the water cycle, the distribution of natural resources including energy, food, minerals and water)</p> <p>What are the different stages of a UK river? What are the major UK rivers? What is different about the stages of a world river? How does life change depending on where you live on a river?</p>	<p>Where were the canals built?</p> <p>(Locational knowledge – UK- Key topographical features (including hills, mountains, coasts and rivers) and use land patterns and understand how some of these aspects have changed over time)</p> <p>How can Ordnance Survey maps help us locate local canals? Where were the major canals of the UK built? How has the UK landscape changed as a result of canals being built?</p>
<p>Key Stage 2 National Curriculum</p>	<p>Geography Enquiry and Skills</p>	
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<ul style="list-style-type: none"> • Ask geographical questions • Observe and record • Express their own views about people, places and environments • Communicate understanding through maps, pictures and quantitative skills • Communicate understanding through writing at length using key geographical vocabulary • Use fieldwork skills • Use globes, maps, plans at a range of scales • Use secondary source of information • Make maps and plans 	



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Geographical Skills and Fieldwork	Locational Knowledge
<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied • Use the eight points of a compass, use four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies 	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom • Name and locate key topographical features including hills, mountains, coasts and rivers • To know about land patterns and understand how some of these aspects have changed over time
Human and Physical Geography	Place Knowledge
<ul style="list-style-type: none"> • To describe and understand key aspects of physical geography of rivers and the water cycle • To describe and understand key aspects of human geography of the distribution of natural resources including energy, food, minerals and water • Describe and understand the fair and unfair distribution of resources (fairtrade) 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of places linked to other topic areas
Key Vocabulary	
<p>Map, atlas, locate, countries, describe, features, digital mapping, computer mapping, compass, eight points, north, south, east, west, north east, north west, south east, south west, four figure grid reference, symbols, keys, Maps, atlases, environmental regions, physical characteristics, human characteristics, Compare, contrast, similarities, differences, human features, physical features, regions, United Kingdom, water, minerals, food, water cycle, precipitation, condensation, evaporation</p>	



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How Year 4 will be Geographers

Topics and Big Questions

Our Local Area - Port Sunlight

(Locational knowledge – UK- Key topographical features (including hills, mountains, coasts and rivers) and use land patterns and understand how some of these aspects have changed over time)

Why was Port Sunlight built?

What are they key geographical features of Port Sunlight?

How can we carry out fieldwork in Port Sunlight to help us observe, record and present key features?

A journey through Europe

(Locational knowledge – environmental regions, key physical and human features, countries, and major cities)

What are some of the European countries called?
What are the key rivers and mountains of Europe?
What are the major cities of Europe? Where are they located?

Volcanoes and earthquakes

(Human and physical geography – mountains, volcanoes and earthquakes)

What happens when a volcano erupts?
What are the similarities and differences between living by Mauna Loa and Mount Etna?
What impact does the Ring of Fire have on people's lives?

Key Stage 2 National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geography Enquiry and Skills

- Ask geographical questions
- Observe and record
- Express their own views about people, places and environments
- Communicate understanding through maps, pictures and quantitative skills
- Communicate understanding through writing at length using key geographical vocabulary
- Use fieldwork skills
- Use globes, maps, plans at a range of scales
- Use secondary source of information
- Make maps and plans



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Geographical Skills and Fieldwork	Locational Knowledge
<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied • Use the eight points of a compass, use four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities • key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Human and Physical Geography	Place Knowledge
<ul style="list-style-type: none"> • Describe and understand key aspects of the physical geography of mountains, volcanoes and earthquakes 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of places linked to other topic areas
Key Vocabulary	
<p>Earthquakes, epicentre, aftershock, tectonic plates, magnitude, Richter scale, foreshock, main shock, seismic waves, volcano, magma chamber, lava, crater, ash cloud, active volcano, dormant volcano, eruption, ring of fire, extinct volcano, pyroclastic flow, Countries Europe, Russia, United Kingdom, France, Spain, Germany, London, Belfast, Edinburgh, Cardiff, Birmingham, Glasgow, Derry, Swansea, cities, capital cities, counties</p>	



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How Year 5 will be Geographers

Topics and Big Questions

<p>What time is it?</p> <p>(Locational knowledge – identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich meridian and time zones)</p> <p>What are the lines of latitude and longitude? How can you compare different places around the world using eight-point compass directions?</p>	<p>Liverpool Trade</p> <p>(Human and physical geography – types of settlement and land use, economic activity including trade links)</p> <p>Why did the city of Liverpool grow so quickly? What trade made Liverpool’s docks so important? What trade passes through Liverpool’s docks today?</p>	<p>North and South America</p> <p>(Locational knowledge – environmental regions, key physical and human features, countries, and major cities)</p> <p>What are the different biomes in North and South America? What different climate zones are in North and South America?</p>
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<p>Key Stage 2 National Curriculum</p>	<p>Geography Enquiry and Skills</p>
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<ul style="list-style-type: none"> • Ask geographical questions • Collect and record evidence • Analyse evidence and draw conclusions • Identify and explain different views that people, including themselves hold about topical geographical issues (e.g plans to change land use) • Communicate in a variety of ways including, writing at length using geographical vocabulary, numerical and quantitative skills • Use fieldwork techniques and instruments • Using atlases, globes, maps and plans at a range of scales • Using secondary sources of information (e.g internet, books, interactive maps, aerial photographs) • Draw plans and maps at a range of scales • Use IT to help in geographical investigations (creating a data field to analyse fieldwork) • Develop decision-making skills



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Geographical Skills and Fieldwork	Locational Knowledge
<ul style="list-style-type: none"> • Use maps, atlases, globes and digital mapping to locate countries and describe features studied • Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom, North and South America • Extend to using six figure grid references with teaching longitude and latitude in depth • Expanding map skills to include non-UK countries • Use fieldwork to observe, measure and record the human and physical features in Liverpool using a range of methods including sketch maps, plans, graphs and digital techniques • Use standard Ordnance Survey Symbols 	<ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere • Identify the position and significance of the Prime / Greenwich Meridian and time zones (including day and night) • Locate main countries in North America • Locate main countries in South America • Locate main cities in North and South America • Locate North and South America using maps concentrating on their environmental regions, key physical and human characteristics
Human and Physical Geography	Place Knowledge
<ul style="list-style-type: none"> • Describe and understand key aspects of the human geography of types of settlement, land use, economic activity including trade links • Describe and understand key aspects of the physical geography of climate zones, biomes and vegetation belts 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of places linked to other topic areas.
Key Vocabulary	
<p>Climate, climate zone, arctic, temperate, tropical, Mediterranean, desert, map, weather, locality, humidity, rainfall, temperature, reasoned arguments, informed arguments, global warming, research, investigate, discover, implications, South America, Brazil, Colombia, Argentina, Peru, Venezuela, Chile, Ecuador, Bolivia, Brasilia, Bogota, Buenos Aires, Lima, Caracas, Santiago, Quito, Sucre, Equator, Map, globe, atlas, environmental region, physical characteristics, human characteristics, major cities, significance, position, latitude, longitude, tropical rainforest, temperate rainforest, deserts, tundra, taiga, grasslands, savannah, natural resources</p>	



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How Year 6 will be Geographers

Topics and Big Questions

The Significance of the Tropics

(Locational knowledge – identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle)

How can you use six-figure grid references to locate key places on the Tropic of Cancer and Capricorn?

What key places are found in the Arctic and Antarctic Circle? Give your locations using six-figure grid references.

Comparing London, Athens, and Jamaica

(Place knowledge – understand geographical similarities and differences between Jamaica, Athens and London)

What is migration and why do people migrate?
What are the benefits and problems of migration?
What are the similarities and differences between London, Athens and Jamaica?

Coastal Erosion - Park Gate

(Geographical skills and fieldwork – Use fieldwork to observe, measure, record and present the human and physical features in the local area)

What is erosion and why does it happen?
Why is Wirral's coastline endangered?
Would you interfere with nature?

Key Stage 2 National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geography Enquiry and Skills

- Ask geographical questions
- Collect and record evidence
- Analyse evidence and draw conclusions
- Identify and explain different views that people, including themselves hold about topical geographical issues (e.g plans to change land use)
- Communicate in a variety of ways including, writing at length using geographical vocabulary, numerical and quantitative skills
- Use fieldwork techniques and instruments
- Using atlases, globes, maps and plans at a range of scales
- Using secondary sources of information (e.g internet, books, interactive maps, aerial photographs)
- Draw plans and maps at a range of scales
- Use IT to help in geographical investigations (creating a data field to analyse fieldwork)
- Develop decision-making skills



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Geographical Skills and Fieldwork	Locational Knowledge
<ul style="list-style-type: none"> • Use maps, atlases, globes and digital mapping to locate countries and describe features studied • Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom, North and South America • Extend to using six figure grid references with teaching longitude and latitude in depth • Expanding map skills to include non-UK countries • Use fieldwork to observe, measure and record the human and physical features in Park Gate using a range of methods including sketch maps, plans, graphs and digital techniques • Use standard Ordnance Survey Symbols 	<ul style="list-style-type: none"> • Identify the position and significance of the Tropics of Cancer and Capricorn • Identify the position and significance of the Arctic and Antarctic Circle
Human and Physical Geography	Place Knowledge
<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography using skills taught throughout Key Stage 2 – climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes • Describe and understand key aspects of human geography using skills taught throughout Key Stage 2 – 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"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London), a region in a European country (Athens), and a region within North or South America (Jamaica)
Key Vocabulary	
<p>Position, significance, Equator, Tropics of Cancer, Tropics of Capricorn, Survey, collate, data, record, observe, data handling, graphs, charts, results, compare, contrast, locality, measure, conclusions, Map, globe, atlas, environmental region, physical characteristics, human characteristics, major cities, significance, position, latitude, longitude, Atlas, map, globe, digital mapping, OS maps, Ordnance Survey maps, symbols, keys,</p>	