Bledlow Ridge School: Geography Skills & Knowledge Progression

Children build their geographical skills and knowledge in many different ways, through the Geography curriculum, other subjects, visitors & visits and experiences from home.

Contextual World Knowledge of locations, places & geographical features

- **Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and context**

Expectations by end of KS1	Expectations by end of lower KS2	Expectations by end of upper KS2
Have simple locational knowledge about individual places and environments, esp. the local area, but also UK & wider world	Have begun to develop a framework of world locational knowledge, incl. local area, UK and wider world and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features & places in the news.

Understanding Physical & Human Geography of conditions and processes that explain features, distributions patterns and changes over time & space.

- **Extending from the familiar and concrete to the unfamiliar and abstract**
- **Making greater sense of the world by organising and connecting information about people, places, processes and environments**
- **Working with more complex information, including people's attitudes, values and beliefs**

Expectations by end of KS1	Expectations by end of lower KS2	Expectations by end of upper KS2
Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment	Demonstrate their knowledge and understanding by investigating places beyond their immediate surroundings, incl. human and physical features and patterns, how places change, some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how/ why they are different and how/why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns and the processes that lead to change. They show some understanding of the links between people, places and environments.

Geographical Enquiry Skills – observing, collecting, analysing, evaluating and communicating geographical information.

- **Increasing the range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.**

Expectations by end of KS1	Expectations by end of lower KS2	Expectations by end of upper KS2
Be able to investigate places and environments by asking and answering questions, making observations and using simple sources - maps, atlases, globes, images & aerial photos.	Be able to investigate places and environments, by asking and responding to geographical questions, making observations and using a range of sources. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information incl. a variety of maps, graphs and images. They can express their opinions and recognise why others may have a different point of view.

KS1	Y1 Barnaby Bear's World Tour	Y1 Observing our World through the Year - Seasonal Change	Y2 Near and…	Y2 Far
Locate 7 continents and 5 oceans	name and label			draw and model
Name, locate and identify characteristics of the 4 UK countries and capital cities			UK map, mountains, cities, islands + location of Chilterns + BR	
Understand similarities & differences between a small area of the UK (Bledlow Ridge and surrounding local area) and contrasting non-European country			Bledow Ridge, local area of Chilterns – land use, houses, community buildings, roads	Village in Tanzania – links with towns & city – land use, houses, community buildings, roads – climate
Identify seasonal and daily weather patterns in UK		weather vocab Comparison e.g. colder, drier		
Locate hot and cold areas of the world (relate to equator and poles)	Identify places that look hotter or colder, link with nearer equator/poles	contrast climate v weather - Hot climate/cold climate - UK – medium climate		climate (general) & weather (specific) in Tanzania introduce drought = too little rain, flood = too much rain
Use basic geographical vocabulary – physical features eg. river, hills, valley, beach	mountains, hills, beach, river, cliffs		ridge, valley, woodland, pasture (grazing) arable (crops), orchard	Lake Victoria, River Nile, forest, grassland, desert
Use basic geographical vocabulary – human features eg. village, town, city, harbour	village, town, city, castle, harbour		village, town, road, motorway, railway	Kampala, towns, villages, farms
Use world maps, atlases and globes to identify UK and countries looked at	globe & world map		Globe & UK map	Google Earth introduce atlases for detail
Use four points of a compass and basic directional language to describe location of features/routes on a map	Globe & on map	outside – on school field	outside in village	
Use aerial photos and plan perspectives to recognise landmarks/features			classroom > school > village> local area scale	House/farm > different scales in Uganda (compounds)
Devise a simple map, use and construct a basic key with symbols		on school field	village - range of features e.g. church, village hall, shop, school	compounds
Use simple fieldwork & observational skills to study geography of school grounds and local area		on school field – measuring by paces	village, using tally charts, comparing e.g. materials of houses	

Lower KS2	Y3 Making Mountains & Volcanoes	Y3 Ancient Egyptians	Y3 World Biomes	Y4 The Caribbean	Y4 What is Sustainability?
Locate countries (focus on Europe & N. and S. America), environmental regions, physical and human features, countries and cities	Andes, Rockies, Himalayas Locations of specific volcano(es) studied (?)	Egypt, River Nile, Cairo Sahara desert	Specific places looked at: Tromso, Norway	Caribbean Sea, names of range of islands	India, China, USA
Name & locate countries of the UK, regions, features & how some aspects have changed over time				Caribbean populations in UK	Food produced in UK – v food imported Impact of Fair Trade
Identify position & significance of latitude & longitude, Prime meridian and time zones			Equator, poles, Tropics Latitude > patterns in temperature & day length	Latitude and Longitude of Caribbean; demonstrate longitude compared to UK	
Understand similarities and differences of region of UK and region of Europe or N. or S. America				Contrast map of Europe and Caribbean, climate, landscapes, transport	
Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle	Fold & volcanic mountains Mountain landscape features, volcanoes on plate boundaries	Climate in Egypt Route of Nile	Biomes: Polar, Tundra, Taiga, Temperate, Tropical, Desert, Mountain	Tropical Climate Rainforest biome (Water cycle Y4 Science)	
Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Life in volcanic areas – farming, rich volcanic soils - Risks of eruptions/earthquakes	Trade & resources transported on Nile, Farming in Nile valley	Population patterns – biomes with most/least people? Food imported to UK, where is it grown? Where would be good to generate solar energy?	Main settlements around coasts; inland, mainly villages Farming, local food + export of bananas	Population density Resource use – C footprint Water stress –uses/quantity Food – amounts, range, water/C cost of production
Use maps, atlases, globes, computer-mapping to locate countries & features studied	Maps, globes, atlases to locate mountains/volcanoes	Atlas to find out what Egypt is like now	Thematic map to show patterns. Google Earth - egs	Maps, globes, atlases to identify & name islands	Thematic maps to show resource use/distribution
Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world			Introduce 8 compass points e.g. to describe biomes on a continent	Use 8 compass points to identify islands – e.g. I'm NW of … with the Atlantic Ocean to the E ..	
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Sketch maps, plans, graphs – e.g. location of volcano, surrounding features		Sketch maps, plans, graphs – e.g. showing biome on world map	Sketch maps, plans, graphs – e.g. map of St Vincent, marking features	

Upper KS2	Y5 Invaders from Across the Sea	Y5 The Alps	Y6 Arabian Nights	Y6 Rivers	Y6 What does it mean to be British?
Locate countries (focus on Europe & N. and S. America), environmental regions, physical and human features, countries and cities	North Sea, Norway, Denmark, Germany, Netherlands	Alps, France, Switzerland, Austria, Italy	Arabian Peninsula, Iraq and other countries of the region, Baghdad, Mecca, Euphrates & Tigris Rivers	Amazon, Nile, Ganges	
Name & locate countries of the UK, regions, features & how some aspects have changed over time	Anglo-Saxon areas Danelaw area established under Viking rule			River Thames, Severn, local Wye	Range of UK cities Regions e.g. Scottish Highlands, Norfolk coast, Lake District – population change, landuse/tourism
Identify position & significance of latitude & longitude, Prime meridian and time zones			Identify cities by latitude and longitude		Prime Meridian Time zones
Understand similarities and differences of region of UK and region of Europe or N. or S. America		Compare/contrast Alps with Chilterns			
Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle		Mountain features Mountain climate/biome	Arabian desert, features, climate, rivers	River features Thames, Severn, Ouse, Trent, Tyne	Loch Ness, Pennines, Welsh Mountains Some Coastal features
Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Reasons for migration – flat, fertile land to farm, leaving conflict	Life in Alps: Farming/food, water Forestry, quarrying Hydroelectric power Tourism	Cities – Silk Road & other trade routes	Uses of rivers – settlements, water supply, transport, trade, tourism	Cities – Bristol, Liverpool, Manchester, Leeds, Newcastle, Birmingham trade, link to cotton, coal etc. Ind Rev & Empire
Use maps, atlases, globes, computer-mapping to locate countries & features studied	Atlas & Google Earth to look at migration routes	Use atlas, range of maps to compare Alps/Chilterns	Use atlas to find out about Arabian peninsula	Use of OS maps Thematic maps	Google Earth; Use maps to look for patterns/reasons
Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world		Notice & interpret symbols and key on maps		4 and 6 figure grid references; symbols and keys	
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Draw sketch maps using symbols & key		Local river fieldwork – observation, measuring depth, profile, flow	

Y1: Observing our World – What is this place like? How does it change through the year?

Why do we study our local area? We want to be able to look around us and describe what we see, so we can tell other people. We are learning to look closely at was is happening around us, so we notice changes and can describe what we see. We notice the weather and take measurements. We go outside to look at trees, to see how they change through the seasons and we begin to learn different ways to record what we find out.

Y1: Barnaby Bear's World Tour:

Why do we study our teddy's tour? Lots of us are lucky enough to go away on holiday, and sometimes our toys go too! Barnaby helps us learn how to talk about the places we see. He helps us learn the names of different features so we can describe what we see. He helps us think about what we see if friends send us postcards, what it must be like in that place and the names for the big areas of land and sea in the world – the 5 continents and 7 oceans.

Y2: Near and … : Bledlow Ridge and surrounding villages in the Chilterns, in England – part of the UK

Why do we study our local area? Being able to describe our home area begins to give us a sense of place, allowing us to talk about our local area and understand how it is part of our country. Some of us have family in other parts of the UK and can tell us about what it's like there.

Y2: Far: What's it like to live in another country? We travel to Uganda, from the capital city to a village.

Why do we study part of another country? Most of us have only lived in one place and it can be hard to imagine what it would be like to live somewhere else. In this unit we "visit" East Africa to find out what is similar and different to our local area. We "land in" the capital city Kampala, then travel through towns to a village near Lake Victoria, using Google Earth, maps, photos, talking to visitors and looking at artefacts.

Y3: World Biomes: Big pattern of climate and vegetation zones around the world

Why do we study biomes? We already know different areas of the world are hotter or colder, but now we are going to learn about the big patterns that give different areas of the world different climates, especially thinking about latitude. Knowing about the climate will help us know what plants grow there, in nature and on farms, and help us to think about what its like to live there and what might happen as the climate changes.

Y3: Ancient Egypt: What is Egypt like and what was it like living there in the time of the Pharaohs?

Why do we study Egypt? The Ancient Egyptians were an important civilization, with a rich culture that influenced many people that lived after them. To understand more about how they lived, we need to find out where they lived and about the influence of the desert and River Nile, both in the past and still today.

Y3: Mountains and Volcanoes: Why are mountains in ranges & why are volcanoes not scattered evenly across the Earth?

Why do we study mountains and volcanoes? When we look on maps and globes, we can see there are patterns in where there are areas of high ground. To find out why, how and where mountains and volcanoes have formed, we need to discover what happens deep beneath our feet. Inside the Earth, there are movements that create the features we see on the surface. We also find our what its like for people and wildlife to live in the mountains and close to volcanoes.

Y4: What is Sustainability?: Over 8 billion people live on Earth – what resources do we need to share & look after?

Why do we study sustainability? The Earth provides us with water, food and energy to live, but we need to be careful not to use so much there's not enough for everyone now and in the future. We are going to use maps to find out where lots of people live and where only a few live, where there is lots of water and not enough and find out how Fair Trade can help share resources more fairly between richer and poorer people.

Y4: Living in the Caribbean: What's it like there & why would people from the Caribbean come to the UK?

Why do we study life in the Caribbean? In our local area, there are many people with links to the Caribbean. Bringing together what we already know about a tropical climate/biome & living alongside volcanoes, we find out what the Windrush Generation left behind, why they came and how has life changed back home.

Y5: Invaders from Across the Sea: Where did the Angles, Saxons and the Vikings come & why did they come here?

Why do we study invaders? The history of Britain was changed by the arrival of people from Europe in the early Middle Ages. To understand their motivation and their impact, we need to know where they came from, what it was like there and what they hoped for when they set off by ship towards our shores.

Y5: The Alps: How similar is it living in the Alps and the Chilterns?

Why do we study the Alps? Using what we know about how mountains are formed, we use maps to find out which tectonic plates were on the move, in which countries the Alps are found and notice similarities and differences in life for people in the Alps and people living here in the Chilterns. Thinking about how places change, we also begin to think ahead, wondering what changes might happen in the future.

Y6: Arabian Nights: What and where is Arabia?

Why do we study Arabia? The Islamic Golden Age describes a culture that brought together learning from the East, the Mediterranean, Africa and Northern Europe creating foundations built on by many later civilizations. The position of Arabia at the cross-road of trade routes and the centre of early agriculture was extremely important in its development, so to understand the history we need to know about the geography.

Y6: Rivers: Our local river is called the Wye and it's a good introduction to rivers around the world.

Why do we study rivers? Freshwater is a vital resource for life and has been important to people for many other reasons too. Many settlements, including big cities are built on the banks of a river, but flooding is a risk, so why and how can we prepare for it? To talk about rivers, we need to learn the names of their features and understand their processes. Our fieldwork will help us see those processes at a small scale and imagine their effects in landscapes and on communities.

Y6: What does it mean to be British? Exploring diversity within Britain

Why do we study Britain? As we prepare to move to secondary school, we will meet lots of new people, from a wide range of different cultures and backgrounds so we want to understand more about the range of people and places that make up our nation.