



The Berkeley Academy Geography Progression of Knowledge and Skills

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Nursery 1 Our Environment The Weather Places that I have visited	Explore and respond to different natural phenomena our environment and the places that I have visited.	Make connections between the features of their family and other families in their environment.	Notices similarities and differences in the environment they live in and the places that they have visited.	Our Children's learning is enriched through a variety of experiences to enhance their world around them. Our school grounds give the children a wealth of experiences and provide excellent opportunities for fieldwork including exploring our wild woodland, and learning about our school and where it is in relation to our own homes. We talk about where we live and what we can see on our way to school.
Nursery 2 Our House our locality My Local area Differences between life here and in other countries	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about what they see locally around them, in their own homes and in the local area and how that can be different to life in other countries.	Begin to understand the need to respect and care for the natural environment and all living things	
Reception My local area Routes and locations Local walk to compare house Drawing Maps Differences between life here and in other countries	know about similarities and differences between themselves and others, and among families, communities and traditions. ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	The children will know about similarities and differences in relation to places, objects, materials and living things. 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.	Talk about the features of their own immediate environment and how environments might vary from one another. ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Our Children's learning is enriched through a variety of experiences to enhance their world around them. Our school grounds give the children a wealth of experiences and provide excellent opportunities for fieldwork including walks around the local area, exploring our wild woodland and trips to the local library and church. Children also enjoy a range of geography trips including visits to the farm and nature reserve.
Year 1 Investigating our School Grounds Recycling How do we Recycle around our school? My Local area What do I know about Crewe ? Weather	To use key vocabulary to demonstrate knowledge and understanding of our local area Crewe, Cheshire United Kingdom by really understanding and investigating our school and surrounding area. Understanding where our local recycle centers are and what happens to the recycling and the impact it has on our area	To understand geographical similarities and differences through studying the human and physical geography of Crewe and our local areas.	To identify seasonal and daily weather patterns in our area and how it changes over the year.	To use aerial photographs of Crewe and Cheshire and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols To 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. To use simple compass directions and locational and directional to describe the location of features and routes on a map. To devise a simple map; and use and construct basic symbols in a key; To use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan,

				record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, human, physical.
<p>Year 2 Understanding the UK. The Queen's Handbag</p> <p>Comparison Study. Small area of Crewe. (Coming to England) compared to a small area of Trinidad</p> <p>The seven continents and 5 oceans of the world Hot and cold areas of the world & Equator (Poles Apart)</p>	<p>To name and locate the world's seven continents and five oceans as part of our seaside topic.</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean Africa,</p>	<p>Compare a small area of Cheshire Crewe to a small area of a contrasting country Trinidad.</p>	<p>To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its different countries.</p> <p>To 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. To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],</p>
<p>Year 3 Rocks, Hills, Coasts and Mountains of the UK</p> <p>The UK – identifying human & physical characteristics of all UK regions including land use patterns and how these changed over time</p> <p>Rivers of the UK Regional Study (also look at the influence of rivers on the earliest settlements globally and in prehistoric Britain)</p>	<p>To name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p>	<p>To understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: of rivers, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle; 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</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p> <p>To 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;</p> <p>To use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>
<p>Year 4 Europe: Environmental regions. Countries, Major Cities and Rivers</p> <p>Europe continued: Mountains, land use, economic activity, trade, distribution of natural resources, energy, food, minerals, water (and link to how the Romans spread their empire to get these as well to increase their power)</p> <p>Regional Study:</p>	<p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine and why people chose to go to the Mediterranean on holiday,</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and why we might go on holiday there.</p>	<p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p>To use fieldwork to observe, measure, record and present the human and physical features of mountains that we study using a range of methods, including sketch maps, plans and graphs, and digital technologies. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p>

<p>How does Naples Bay compare to North-West England? (include volcanoes and earthquakes with a study on Mt. Vesuvius)</p>				
<p>Year 5 North America Central America Environmental regions, countries, capital cities, mountains and rivers. Where are the volcanoes/earthquake zones? 1 week linked to Fairtrade week</p> <p>UK Cities and Countries</p> <p>Regional Study How does the Great Lakes compare to North-West England? Focus on tourism with a case study on the Lake District</p> <p>Fieldwork</p>	<p>To extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North America. To use maps to locate the world's countries with a focus on Eastern Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America.</p>	<p>To use key vocabulary to demonstrate knowledge and understanding in this strand: of rivers, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>To understand physical geography, including: mountains rivers human geography, including: types of settlement and land use;</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features; 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; To use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; To use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
<p>Year 6 South America Environmental regions Countries and major Cities</p> <p>Climate Change Why is climate change such an important topic?</p> <p>Local Study Crewe and compare with York Railways</p>	<p>To develop understanding of recognising and identifying key physical and human geographical features of South America.</p>	<p>To understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of South America.</p>	<p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; 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 To understand why climate change is such an important topic.</p>	<p>Children To: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features; To 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; To use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technology of a local comparison study between Crewe and York. To use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph</p>