



Broom Barns Progression of Skills In Geography

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	<p>Pupils begin to name the school that they</p> <p>Attend, the town they live in and the road that they live on.</p> <p>Listen to stories about places other than where they live.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Listen to stories from other places and locate them on a globe with support.</p> <p>Find familiar places on a map with support.</p> <p>Name the town they live in and at least two other towns familiar to them.</p> <p>Draw information from a simple map.</p>	<p>The main nations and features of the UK, including their locations and related key vocabulary.</p>	<p>The names and locations of the world's continents and oceans, and some information about each of them.</p>	<p>The location and main human and physical features of North and South America.</p> <p>The location of South-East Brazil and Rio de Janeiro within the South American continent.</p>	<p>The names of – and key information on – the world's main rivers.</p> <p>The location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil.</p>	<p>The location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local.</p> <p>The names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes.</p>	<p>The location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local.</p> <p>Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region.</p>



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Place Knowledge	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Name different parts of the whole school and have an understanding as to where they are.</p> <p>Pupils can talk about the things that they find in the school grounds and begin to recognise how these are different in a contrasting familiar place e.g. trees on the field, sand on the beach.</p>	<p>Talk about the features of their own environment and how environments might vary from one another.</p> <p>Understand the features found in at least two contrasting environments e.g. farm and town.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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>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.</p>	<p>The location and features of the local area.</p>	<p>The location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent.</p> <p>How their location within hot and cold regions might affect everyday life differently in the UK and Zambia.</p>	<p>The location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied.</p>	<p>The key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo).</p> <p>How physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon.</p>	<p>Ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens.</p> <p>Ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc.</p> <p>Ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied.</p> <p>About place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).</p>	<p>Ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</p>
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Human and Physical Geography	<p>Shows an interest in the lives of people familiar to them.</p> <p>Shows an interest in different occupations and ways of life.</p> <p>Show care and concern for their immediate environment e.g. tidying, recycling snack containers, cycling on the path not on the flower bed.</p> <p>Listens to stories about places other than where they live and begins to know that some places are hot and some cold in the natural world.</p>	<p>begin to recognise similarities and differences between themselves and others and among people, cultures and communities within the natural world.</p> <p>Identify reusable and recyclable materials in the classroom.</p> <p>To identify changes in the environment around them and begin to explain them, e.g. changes in the outdoor area layout.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Basic vocabulary and concepts about weather and the climate.</p> <p>Use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.</p>	<p>Where the world's main hot and cold regions are, and some information about what they are like.</p>	<p>Where the world's main climate zones are (building on their prior understanding of hot and cold regions).</p> <p>How their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied.</p> <p>About processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.</p>	<p>The key elements and features of a river.</p> <p>The key elements of the water cycle.</p> <p>Basic ideas about flood management.</p> <p>How some human beings have adapted to life in the rainforest and the Amazon.</p>	<p>The main features and types of mountains.</p> <p>How some people have adapted to life in mountainous areas.</p> <p>The main features and causes of volcanoes and earthquakes.</p> <p>How people can respond to a natural disaster, such as an earthquake.</p>	<p>The location of Antarctica, its location, its climate and what lives there and human/animal adaptation.</p> <p>To understand how climate change is affecting Antarctica, how the continent has been exploited in the past, and why it might be in the future.</p> <p>Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region.</p>
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Geographical Skills and Fieldwork	<p>Begin to talk about the layout of small world situations</p> <p>Begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Uses positional language.</p>	<p>Children recognise, create and describe patterns.</p> <p>Follow maps and plans of familiar environments.</p> <p>Write labels and captions to describe photographs of the world around them.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Create a simple weather chart.</p> <p>Annotate a simple map of the UK with some of its key features.</p> <p>Look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used.</p> <p>Work together to create a simple map of the local area.</p> <p>Observe, record, discuss and ask questions about the main features of the local area, based on direct experience.</p> <p>Make connections between their investigation of the local area and what they have learned about weather, climate and the UK.</p>	<p>Use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa.</p> <p>Use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Zambia within them.</p> <p>Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK.</p> <p>Use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area.</p> <p>Make use of the four main compass points when describing the location of these key locations and regions.</p>	<p>Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil.</p> <p>Use globes, atlases and maps to identify the main human and physical features of North and South America.</p> <p>Interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied.</p> <p>Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world’s hemispheres).</p>	<p>Interpret and explain key information on rivers.</p> <p>Evaluate a range of possible flood prevention measures.</p> <p>Use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon.</p> <p>Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.</p> <p>Use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.</p>	<p>Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean).</p> <p>Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints.</p> <p>Use globes and atlases to identify the location of Greece and the Mediterranean.</p> <p>Use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.</p>	<p>Interpret a range of maps of the UK and the local region and apply this information to their understanding of it.</p> <p>Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK.</p> <p>Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people’s needs, and how it might change.</p> <p>Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.</p> <p>Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</p>
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Vocabulary	Uses positional language.	Use vocabulary related to small world and role play – farm, train, journey, forest, wood etc.	Antarctica Belfast Ben Nevis Cardiff Earth Edinburgh England English Channel Europe Ireland Irish Sea London North Atlantic Ocean Norway Northern Ireland River Thames Scotland Wales	autumn building capital city castle city cloud country countryside freezing frosty ground island map London North Atlantic Ocean Norway Northern Ireland River Thames Scotland Wales	across Arctic east inside local north northern outside polar south west Prepositions and direction- finding terms such as, above, around, below, left, right, forward, near, inside, opposite, outside	Amazon Rainforest Atacama Desert Australia Brazil Canada China Egypt France India Kenya Lusaka Madagascar Mexico Norway Peru River Zambezi Sahara Desert South Africa Southern Africa Spain United States of America Victoria Falls Zambia The Guiana Greenland Guatemala Guyana Isthmus of Panama South America The oceans: Arctic, Atlantic, Indian, Pacific and Southern	adapt atlas cargo continent coral reef crop desert farm field flood globe habitat hibernate human iceberg market mining national park ocean physical population rainforest recycling savanna soil waterfall wildlife	Antarctic Circle Arctic Circle eastern The Equator hemisphere North Pole South Pole southern western	"ABC" islands Amazon River The Andes Angel Falls Antarctic Arctic Argentina Bolivia Brasilia Cairo (Egypt) The Caribbean Central America Cerro Aconcagua Chile Columbia Costa Rica Denali Dominican Republic Ecuador Falkland Islands (Malvinas) French Guiana Great Lakes Greenland Guatemala Guyana Isthmus of Panama Jamaica Lake Tillicaca London (UK) Louisiana Manaus (Brazil) Mississippi River New York Niagara Falls Nuuk (Greenland) Paraguay Rio de Janeiro Rocky Mountains Sandwich Islands Santiago (Chile) Santos São Paulo Seville (Spain) South Georgia St Kitts and Nevis St Lucia Suriname Uruguay Venezuela	architecture arid axis bay biome climate climate change equatorial export favela glacier grassland human feature ice-field industry landscape location manufacturi ng Mediterran ean meteorologi st mineral mountain range orbit physical feature plantation polar precipitatio n (KSI snow, rain) recreation region retail season service industry skyline sphere state temperatur e tilt trade tropical volcano weather station wilderness	Eastern Hemisphere latitude longitude map index North Pole northeast Northern Hemisphere northwest southeast Southern Hemisphere southwest time zone Tropic of Cancer Tropic of Capricorn Western Hemisphere	Amazon Basin Amur River Congo Forest Congo River Democratic Republic of the Congo Ethiopia Indonesia Lake Tanganyika Ob-irlysh River Paraná River River Niger River Nile River Thames South Sudan Sudan Uganda Yangtze River Yellow River Yenisei River	acid rain agriculture biodiversity biome canal canopy channel channel conducentio n confluence dam deforestation drainage drinking water ecosystem embankme nt emergent layer environmen t environmen talist erosion evaporation fertile flooding flood managemen t flood plain flood prevention forest floor freshwater groundwate r humidity hydro- electric power indigenous irrigation logging meander mouth pollution poverty river bank river basin source transportati on tributary understory valley vegetation water cycle watershed	altitude equatorial estuary International Date Line lower course middle course Prime Meridian upper course	Athens Austria Belgium Ben Nevis Berlin Bucharest Carstenz Pyramid (Puncak Java) Caucasus Croatia Czech Republic (Czechia) Etna European Union Everest Eyjafallajök ull Germany Greece Haiti Hawaii Himalayas Iceland Japan Kilimanjaro Lisbon Macedonia Malta Madrid Mauna Loa Mediterran ean Sea Mount Elbrus Mount Snowdon Mount St Helens Nepal The Netherlands Pacific Ring of Fire Pakistan Paris Pennines Popocatepe tl Poland Portugal Romania Rome Scarfell Pike Scottish Highlands Sicily Sieve Donard Somalia Soufrière Syria Tanzania Ukraine Vesuvius Vinson Massif Warsaw	aftershock alpine ash cloud avalanche border cliff face core crater crust currency disaster dome mountains dormant eruption fault line fault-block mountains fire mountains (volcanoes) fold mountains geothermal hill international landform landslide lava magma mantle massif migrant peak plate refugee retail Richter Scale ridge scree service industry slope summit tectonic tremor tsunami vegetation belt vent	altitude epicentre height above sea level map reference plate boundary	Birmingham Bristol East of England East Midlands Great Britain Greater London Leeds Liverpool London Array Manchester North East England North West England Oxford Sheffield South East England South West England West Midlands Yorkshire and the Humber UK – the main cities, counties and regions	administrati ve centre aerial view built environmen t coastline congestion consultation developer developmen t economy energy source finance global warming green belt greenhouse gates hydroelectri c power key landmark land use national nuclear power station planning power renewable energy solar power suburb sustainable developmen t tidal power warehouse wind farm wind power wind turbine	grid reference offshore onshore 16-point compass terms (e.g. North- West, West- North-West, etc.)
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