

Eaton Bray Academy

Skills Progression Document - Geography

At Eaton Bray Academy we believe that our Geography curriculum reflects Geography as

- Inspiring in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Skills in using directions, maps, compasses, observation, making comparisons and analysing evidence.
- Knowledge of places, people, resources, natural and human environments and an understanding of the Earth's physical processes.
- Understanding of the interaction between physical and human processes.
- Attitudes towards Geography which reflect our school values - Kind – Honest – Responsible – Appreciative – Resilient – Courageous and which ensure that children use their skills and knowledge in the best way possible.
- Collaboration and co-operation with other subjects across the school to deepen skills further.

It is our intent for the Geography element of the EBA curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. We aim to deepen their understanding of the Earth's human and physical forms and processes.

We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. We intend to use our school grounds and local area, (where relevant) so that our pupils have a good understanding of where they live as well as an understanding of other places in the UK and abroad.

Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.







To do this, pupils will experience, as they go through the school, a sequenced programme of learning so that the following expectations can be met:

End of Phase Expectations







	End of EYFS	End of KS1	End of KS2
Overall	<ul style="list-style-type: none"> • Pupils should show awareness of their immediate locality and other environments. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Locational Knowledge	<ul style="list-style-type: none"> • Show awareness of their locality. • Describe features or places nearby. 	<ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge	<ul style="list-style-type: none"> • Describe their immediate environment. • Show awareness of different environments using knowledge from observation, discussion, 	<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. 	<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, a region in a European country, and a region within North or South America


























	<p>stories, non-fiction texts and possibly maps.</p>		
Human and Physical Geography	<ul style="list-style-type: none"> Understand some changes in the world around them – weather, seasons, etc 	<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 <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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
Geographical skills and fieldwork	<ul style="list-style-type: none"> Develop their observation skills. Draw simple pictorial maps such as their route to school or their classroom. Use simple words to describe direction and position. 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.







		school and its grounds and the key human and physical features of its surrounding environment.	
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Key: Autumn 1  Autumn 2  Spring 1  Spring 2  Summer 1  Summer 2 







In EYFS, children will:	
<p>Locational Knowledge</p> <p>Explore the world around them.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps.</p>	<p>Place knowledge</p> <p>Know names of some places that are familiar to them.</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>Human and physical geography</p> <p>Name some simple physical features – hill, wood, river.</p> <p>Be aware of purposes of some buildings – school, house, shop, library, fire station.</p>	<p>Geographical skills and fieldwork</p> <p>Explore their local area.</p> <p>Use simple positional language.</p> <p>Make observations. (Weather and seasons for example)</p> <p>Meet / be aware of members of the community such as Police, vicar, school nurse or firefighters.</p>

























Key: Autumn 1  Autumn 2   Spring 1  Spring 2  Summer 1  Summer 2







In Year 1, children will:		
<p>Locational Knowledge</p> <p>Show awareness of the world’s seven continents and five oceans.  </p> <p>Investigate their local surroundings – the school grounds and the key physical and human features of the surrounding environment.  </p>	<p>Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – local area and Isle of Struay (Katie Morag)  </p>	
<p>Human and Physical Geography</p> <p>Identify local daily weather patterns (Class calendar)  </p> <p>Identify seasonal weather patterns in the United Kingdom (link with Science units on Seasonal Change)   </p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. </p> <p>Identify key human and physical features of the local area. </p>	<p>Geographical Skills and Fieldwork</p> <p>Follow directions (up, down, left, right, forwards, backwards) </p> <p>Use picture maps and globes.  </p> <p>Draw a simple picture map; and begin to understand the need for a key. </p> <p>Investigate their surroundings and make appropriate observations such as about where things are </p> <p>Be aware of some names of places in the UK – e.g. countries, cities, places in the local area </p>	
<p>Autumn 1- Physical and Human features </p> <p>Autumn 2- Physical and Human features </p>	<p>Spring 1- Continents and Oceans </p> <p>Spring 2- Continents and Oceans </p>	<p>Summer 1- Local area </p> <p>Summer 2- Weather, hot and cold places </p>

























Key: Autumn 1  Autumn 2  Spring 1  Spring 2  Summer 1  Summer 2 







In Year 2, children will:		
<p>Locational Knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. </p>	<p>Place Knowledge</p> <p>Explain a little about what life is like in the area of Africa studied.</p> <p>Name some geographical similarities and differences of a small area of the United Kingdom (London), and of a small area in a contrasting non-European country (Area in Africa).  </p>	
<p>Human and Physical Geography</p> <p>Identify physical and human features in London. </p> <p>Identify physical and human features in the area studied in Africa. </p> <p>Name some animals from the area in Africa and explain a little about them. </p>	<p>Geographical Skills and Fieldwork</p> <p>Use compass directions N, S, E and W to describe the location of features on a map. </p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;  </p> <p>Use and talk about maps and explain some key features of maps. </p> <p>Follow a route on a map.  Identify some map symbols. </p> <p>Use a simple Atlas (Infant) to locate places – such as London, the Thames, our local area and other places of interest. </p> <p>Locate the area in Africa studied on a world map. </p> <p>Draw a map showing the key features of the area studied in Africa. </p>	
<p>Autumn 1- </p> <p>Autumn 2- </p>	<p>Spring 1-  Magical Mapping</p> <p>Spring 2-  Let's explore London</p>	<p>Summer 1- </p> <p>Summer 2-  Sensational Safari</p>

























Key: Autumn 1  Autumn 2  Spring 1  Spring 2  Summer 1  Summer 2 







In Year 3, children will:		
<p>Locational Knowledge</p> <p>Investigate the local area (Dunstable Downs)</p> <p>Investigate places at more than one scale. </p> <p>Make comparisons between two differing locations. </p>	<p>Place knowledge</p> <p>Explain some of the characteristics of a particular place in the UK.</p> <p>Explain the journey of the river Nile in Egypt. </p> <p>Briefly explain what Egypt is like. </p>	
<p>Human and physical geography</p> <p>Describe different types of settlement </p> <p>Explain why people may choose to settle somewhere </p> <p>Draw a map of a settlement </p> <p>Use name clues to identify who built a settlement </p> <p>Name some features of a river </p> <p>Briefly explain the water cycle </p>	<p>Geographical skills and fieldwork</p> <p>Use 4 compass points to follow / give directions.  </p> <p>Try to make a map of a short walk experienced, with features in the correct order.  </p> <p>Know why a key is needed. Use symbols.  </p> <p>Use large scale O.S. maps. Begin to use map sites on the Internet and Junior Atlases.  </p>	
<p>Autumn 1- Settlements </p> <p>Autumn 2-Settlements- </p>	<p>Spring 1- Rivers -Life along the Nile </p> <p>Spring 2- Rivers- Life along the Nile </p>	<p>Summer 1- Map skills - Local (Dunstable Downs) </p> <p>Summer 2 – Map skills -Local (Dunstable Downs)- </p>

























Key: Autumn 1  Autumn 2   Spring 1  Spring 2  Summer 1  Summer 2

In Year 4, children will:		
<p>Locational Knowledge</p> <p>Be able to locate world countries and capital cities </p> <p>Be able to locate some towns and cities in the UK </p> <p>Be able to locate some famous volcanoes in the world </p>	<p>Place knowledge</p> <p>Have some knowledge of a few towns and cities in the UK </p> <p>Have some knowledge of some world countries and their capital cities </p>	
<p>Human and physical geography</p> <p>Label some parts of a volcano </p> <p>Show how tectonic plates move </p> <p>Explain how volcanoes are formed and what happens when a volcano erupts </p> <p>Compare land use in different settlements  </p> <p>Describe land use in rural and urban areas in the UK </p> <p>Explain how land is used for different types of farming </p>	<p>Geographical skills and fieldwork</p> <p>Use an atlas to show world countries and their capital cities </p> <p>Use 4 compass points well. Begin to use 8 compass points. </p> <p>Make a map of a short walk experienced, with features in the correct order. </p> <p>Begin to recognise symbols on an O.S. map. Use large and medium scale O.S. maps plus map sites on the Internet. </p> <p>Use maps to identify links between settlements. </p> <p>Identify land use on a map. </p>	
<p>Autumn 1- Volcanoes – Mt Fuji, Pompeii, Map skills </p> <p>Autumn 2- </p>	<p>Spring 1- Land Use Trade links </p> <p>Spring 2- Settlements </p>	<p>Summer 1- Locating world countries and capital cities </p> <p>Summer 2- UK knowledge – towns and cities </p>

Key: Autumn 1  Autumn 2   Spring 1  Spring 2  Summer 1  Summer 2

In Year 5, children will:		
<p>Locational Knowledge</p> <p>Find Greece on a world map. </p> <p>Locate South America on a world map. </p>	<p>Place knowledge</p> <p>Explain what planning is needed for a trip abroad to Greece. </p> <p>Identify some countries in Europe including some that surround Greece. </p>	
<p>Human and physical geography</p> <p>Explain some features of the physical geography of Greece. </p> <p>Explain some features of the human geography of Greece. </p> <p>Begin to describe how latitude can affect the climate and landscape of an area.  </p> <p>Explain some key aspects of Climate, vegetation belts and biomes. </p> <p>Explain about biomes and give examples. </p> <p>Explain some key features of the South American country studied. </p> <p>Explain how the South American country trades with other countries </p>	<p>Geographical skills and fieldwork</p> <p>Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map. </p> <p>Begin to draw a variety of thematic maps. </p> <p>Use and recognise O.S. map symbols. </p> <p>Use index and contents page within atlases. </p> <p>Locate the equator, tropic of cancer and tropic of capricorn on a world map </p> <p>Investigate how you could travel to Greece – flights/ other modes of travel, hotels and places of interest to visit. </p>	
<p>Autumn 1- Biomes, Climate Zones and Vegetation belts </p> <p>Autumn 2- Biomes, Climate Zones and Vegetation belts </p>	<p>Spring 1- Greece -European Study </p> <p>Spring 2- South American Study /Trade </p>	<p>Summer 1- Compass work </p> <p>Summer 2- Compass work </p>

Key: Autumn 1  Autumn 2   Spring 1  Spring 2  Summer 1  Summer 2

In Year 6, children will:		
<p>Locational Knowledge</p> <p>Locate European countries (with a focus on France) </p> <p>Locate New York on a world map. </p>	<p>Place knowledge</p> <p>Demonstrate geographical knowledge about New York,  France  and the Maldives </p>	
<p>Human and physical geography</p> <p>Name and show on a world map some major mountains / mountain ranges in the world. </p> <p>Name some mountain features. </p> <p>Explain how mountains are formed. </p> <p>Explain how mountains can be effected by weathering and erosion. </p> <p>Explain some features of an urban area. </p> <p>Look at how an area has changed over time. </p>	<p>Geographical skills and fieldwork</p> <p>Use 8 compass points confidently and accurately. </p> <p>Use 4 figure co-ordinates confidently to locate features on a map. </p> <p>Begin to use 6 figure grid references. Use latitude and longitude on atlas maps. </p> <p>Draw a variety of thematic maps based on their own data. </p> <p>Use and recognise O.S map symbols. Use atlas symbols. </p> <p>Use O.S. maps. confidently use an atlas. </p> <p>Use a map to find higher levels of land. </p>	
<p>Autumn 1- </p> <p>Autumn 2- Mountains / Location of European Countries – France focus- </p>	<p>Spring 1- Locational Study – New York </p> <p>Spring 2- Global warming and Climate change / Island formation - Maldives </p>	<p>Summer 1- </p> <p>Summer 2- </p>

Key Vocabulary and Resources Spine

Year Group	Key Vocabulary	Resources Spine
EYFS	<p>Place, near, far</p> <p>School, home, Nursery, Main school, library, police station, fire station, farm,</p> <p>Hill, river, stream, farm, field, zoo, road, woods, seaside, rain, snow, sunny, windy, cold, hot, Spring, Summer, Autumn, Winter</p> <p>Positional language – forwards, backwards, up, down.</p>	<p>We're going on a bear hunt</p> <p>Rosie's Walk (Book and figure in Geography Resources)</p> <p>Handa's Surprise</p> <p>Other stories set in different places</p> <p>Trips and visits</p> <ul style="list-style-type: none"> • village walk (ie to postbox / shop) • investigate local area
1 and 2	<p>Ocean, continent, country, capital city, United Kingdom, England, Wales, Scotland, Northern Ireland,</p> <p>London, Edinburgh, Cardiff, Belfast,</p> <p>Eaton Bray, Village, Edlesborough, Totternhoe, Dunstable, London, Thames,</p> <p>Culture, traditions, tourism, national park, animals, game reserve, species, endangered</p> <p>physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather</p> <p>human features, city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>hail, sleet, shower, breeze,</p> <p>Equator, Arctic, Antarctic</p>	<p>Katie Morag stories</p> <p>Katie in London</p> <p>Trips and visits</p> <ul style="list-style-type: none"> • Year 1 – Investigate local area • Year 2 – Trip to London • Year 3 – Dunstable Downs

	North, south, east, west, map, atlas, symbols, key, route, globe, place, scale, directions	
3 and 4	<p>Urban, rural, population,</p> <p>Some town and city names in UK,</p> <p>Some world countries and their capitals.</p> <p>Egypt, Nile, river, tributaries, Blue Nile, White Nile, river bank, flood, dam, reservoir, sea, Mediterranean, valley, water cycle</p> <p>Landmarks</p> <p>Settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport, origin, suffix, village, town, city, land use, retail, leisure, housing, business, industrial, agricultural</p> <p>Farming, dairy, crops, arable, livestock</p> <p>Ordnance Survey, grid references, Google maps, sketch, plan,</p>	<p>Trips and visits</p> <ul style="list-style-type: none"> • Year 3 – Dunstable Downs • Year 4 – Use local area to investigate settlements
5 and 6	<p>Greece, names of surrounding countries, Athens, Aegean, Ionian, Santorini, other Greek place names.</p> <p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>Alps, Pyrenees, France,</p> <p>Global warming, climate change, island formation, atmosphere, greenhouse effect, fossil fuels, ozone layer, flooding, melting ice caps, natural disasters, renewable energy, carbon footprint, palm oil,</p> <p>Climate, biomes, vegetation belt,</p> <p>Polar, arid, temperate, tropical, Mediterranean, mountainous, aquatic, desert, grassland, rainforest, tundra,</p>	<p>Trips and visits</p> <ul style="list-style-type: none"> • Year 5 – Use local area for map work • Year 6 – Visit to France

	Economic activity, trade, distribution, natural resources, energy, minerals, fair trade, Mountains, mountain range, face, slope, plateau, ridge, snow line, summit, base, tree line, incline, glacier, altitude, outcrop Latitude, longitude, hemisphere	
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Geography resources

Geography resources are currently stored in the area next to the boy's toilets at the far end of the school. Please return items when you have finished using them. There are also a wide variety of maps and brochures collected from places around the world that have been visited which may be a useful resource.