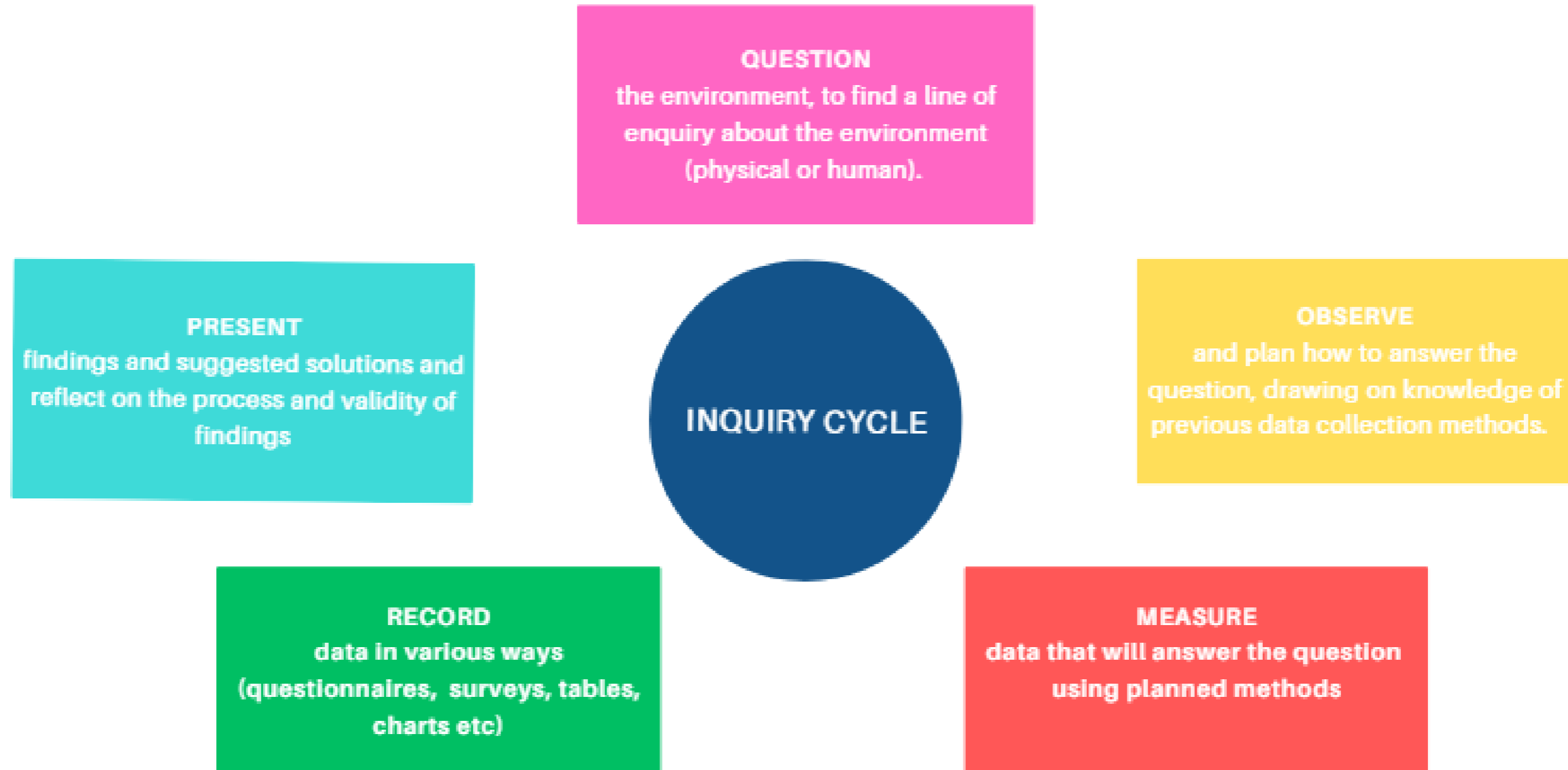


# Geography at Bowling Park



Vocabulary Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Britain Bradford Here There The UK London Buckingham Palace Travel People Place Visit Animals Water Land Ocean Desert Field Farm	Ocean Sea Country City Town Village Farm House Shop Factory Season Weather Beach Coast Port Harbour Cliff Map Atlas Globe Key Symbol Direction North South East West	Atlas map Continent Country Different Near Far next to Behind  Equator North Pole South Pole Forest Hill Mountain River Soil Valley Vegetation Arch Aquarium Bay Capital city City Cliff Coast Coastline Country Data collection Fieldwork Island	Equator Volcano Active Dormant Extinct Epicentre Fault line Fault-block Mountain Fertile soil Fold mountain Geothermal energy Igneous rock Index Inner core Outer core Magma Magma chamber Man-made rock Tectonic plates Earthquake Settlement Land use Natural resources Fieldwork Topographical map Human features Physical features Digital mapping Vent	County Geographical region Arctic Circle Antarctic Circle Latitude Longitude Northern Hemisphere Southern Hemisphere Equator Physical Feature Human feature Europe Rome Colosseum Pantheon Explorer Mediterranean Sea Ocean River Mountain	Atmosphere Biodegradable Coral bleaching Disposable Erosion Marine Natural disaster Renewable energy Digital map Ecology Ecosystem Decompose Single use plastic Species Policy Human footprint Buffer Policy Habitat	OS Map Questionnaire Agriculture Airstrip Arid Biome Barren Climate Desertification Drought Flash flood Mesa Mining Mushroom rock National Park Natural arch Natural reserve Vegetation Weather



## Progression of Knowledge and Skills

Locational knowledge - EYFS	
Nursery	Reception
	<p><b>Early Learning Goal:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>
<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To start to make observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know what goes on land and in/on water</li> <li>To know the difference between home and school</li> <li>To start to know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Identifying land and water on a map or globe</li> <li>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea, ocean, lake, river, pond)</li> <li>To know that usually water is represented in blue on a map or globe</li> <li>To know our school is called Bowling Park and the place where they live</li> <li>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)</li> </ul>

## Locational knowledge – KS1

Year 1

Year 2

**NC objective:** Name and locate the world's seven continents and five oceans

### Skills

- Locate two of the world's seven continents on a world map. Europe & Asia
- Locate two of the world's oceans on a map. Atlantic, Pacific
- Showing on a map which continent they live in.

### Knowledge

- Begin to name the world's continents.
- To know that a continent is a group of countries.
- To know that they live in the continent of Europe.
- To know that an ocean is a large body of water.
- Begin to name the five oceans.

### Skills

- Locating the world's continents on a world map.
- Locating the world's five oceans on a world map.
- Showing on a map the oceans nearest the continent they live in.

### Knowledge

- Name the seven continents of the world.
- Name the five oceans of the world.

**NC objective:** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

### Skills

- Locating the four countries of the UK on a map.
- Showing on a map which country they live in and locating its capital city.

### Knowledge

- To know that the UK is short for 'United Kingdom'
- To know that a country is a land or nation with its own government.
- To know that the UK is made up of four countries and their names.
- To know the name of the country they live in.

### Skills

- Locating the surrounding seas and oceans of the UK on a map.
- Locating the capital cities of the four countries of the UK
- Identifying characteristics (both human and physical) of the four countries and capital cities of the UK.
- Showing on a map the city we live in (Bradford) and its relation to the capital city.

### Knowledge

- To know that a sea is a body of water that is smaller than an ocean.
- To know that there are four bodies of water surrounding the UK and to be able to name them.
- To name some characteristics of the four countries and capital cities of the UK.
- To know the four capital cities of the UK.
- To know that a capital city is where a country's government is located.

## Locational knowledge – KS2

Year 3

Year 4

Year 5

Year 6

**NC objective:** 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.

**Skills**

- Locating some European countries including: Greece, Turkey, Albania, Macedonia, Bulgaria
- Locate some major cities of the countries studied Athens, Sparta.
- Locating some key physical features in countries studied on a map including significant environmental regions.
- Locate some key human features in the countries studied
- Locating the world's most significant mountain ranges on a world map and identifying any patterns.
- Locating where the world's volcanoes are on a map.

**Knowledge**

- To know the names of some countries and major cities in Europe
- To know where Europe, North and South America are on a map
- To know the names of some of the world's most significant mountain ranges.
- To know that mountains, volcanoes and earthquakes largely occur at plate

**Skills**

- Locating more European countries including: Italy,
- Locate some major cities of the countries studied: Rome,
- Locating some key physical features in countries studied on a map including significant environmental regions.
- Locate some key human features in the countries studied.
- Locating some of the world's most significant rivers and identifying any patterns.

**Knowledge**

- To know the names of some countries and major cities in Europe
- To know the names of some of the world's most significant rivers.
- To know that climate zones are areas of the world with similar climates
- To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar)
- To know that biomes are areas of the world with similar climates, vegetation and animals.
- To know the world biomes.

**Skills**

- Locating some of the countries in North America including Canada, United States and Mexico
- Locate major cities of the countries studied
- Locate key physical features in countries studied on a map
- Locate key human features in countries studied.

**Knowledge**

- To know the names of many countries and major cities in North America including: United States, New York, Washington,
- To know the location of key physical features in countries studied

**Skills**

- Locating all twelve countries in South America using a map
- Locate major cities of the countries studied
- Locate key physical features in countries studied on a map
- Locate key human features in countries studied.
- Identify significant environmental regions on a map.
- Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.

**Knowledge**

- To know the names of many countries and major cities in South America
- To know the location of key physical features in countries studied
- To know vegetation belts are areas of the world which are home to similar plant species
- To name and describe some of the world's vegetation belts (ice caps, tundra, coniferous trees, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland)

boundaries.			
<p><b>NC objective:</b> 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</p>			
<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Locating some counties in the UK local to Bowling Park (West Yorkshire, Lancashire, Cumbria and Northumberland)</li> <li>• Locating some cities in the UK local to Bowling Park (West Yorkshire – Leeds, Bradford, Wakefield)</li> <li>• Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</li> <li>• Identifying key physical and human characteristics of counties, cities and/or geographical regions.</li> <li>• Begin to locate the twelve geographical regions of the UK.</li> <li>• Identifying how topographical features studies have changed over time using examples.</li> <li>• Describe how a locality has changed over time, giving examples of both physical and human features.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the name of some counties in the UK local to Bowling Park (West Yorkshire, Lancashire, Cumbria and Northumberland)</li> <li>• To know the name of some cities in the UK local to Bowling</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Locating some cities in the UK local to Bowling Park (Yorkshire – Bradford, Doncaster, Hull, Leeds, Ripon, Sheffield, Wakefield, York)</li> <li>• Identifying key physical and human characteristics of counties, cities and/or geographical regions.</li> <li>• Begin to locate the twelve geographical regions of the UK.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the name of some cities in the UK local to Bowling Park (Yorkshire – Bradford, Doncaster, Hull, Leeds, Ripon, Sheffield, Wakefield, York)</li> <li>• To begin to name the twelve geographical regions in the UK</li> <li>• To know the main types of land use</li> <li>• To know some types of settlement</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Locating many counties in the UK.</li> <li>• Confidently locate the twelve geographical regions of the UK.</li> <li>• Identifying key physical and human characteristics of the geographical regions in the UK.</li> <li>• Understanding how land-use has changed over time using examples.</li> <li>• Explaining why a locality has changed over time, giving examples of both physical and human features.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the name of many counties in the UK.</li> <li>• Confidently name the twelve geographical regions of the UK</li> <li>• To know that London and the South East regions have the largest population in the UK.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Locating many cities in the UK.</li> <li>• Confidently locate the twelve geographical regions of the UK.</li> <li>• Identifying key physical and human characteristics of the geographical regions in the UK.</li> <li>• Understanding how land-use has changed over time using examples.</li> <li>• Explaining why a locality has changed over time, giving examples of both physical and human features.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the name of many cities in the UK</li> </ul>

<p>Park (West Yorkshire – Leeds, Bradford, Wakefield)</p> <ul style="list-style-type: none"> <li>• To know the county that they live in and their closest city.</li> <li>• To begin to name the twelve geographical regions in the UK.</li> <li>• To know the main types of land use</li> <li>• To know some types of settlement.</li> </ul>			
<p><b>NC objective:</b> 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)</p>			
	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Finding the position of the equator and describing how this impacts our environmental regions</li> <li>• Finding lines of latitude and longitude on a globe and explaining why these are important</li> <li>• Identifying the position of the Tropics of Cancer and Capricorn and their significance</li> <li>• Identifying the position of the Northern and Southern hemisphere and explaining how they shape our seasons</li> <li>• Identifying the position and significance of both the Arctic and Antarctic Circle.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know that countries near the Equator have less seasonal change than those near the poles</li> <li>• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Using longitude and latitude when referencing location in an atlas or on globe.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance</li> <li>• Using longitude and latitude when referencing location in an atlas or on globe.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones</li> </ul>

	<p>Southern Hemispheres.</p> <ul style="list-style-type: none"><li>• To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</li><li>• To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</li><li>• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li><li>• To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</li><li>• To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</li><li>• To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</li></ul>		
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## Place knowledge - EYFS

Nursery	Reception
	<p><b>Early Learning Goal:</b> 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><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Discuss how their environment looks (some children live in houses, some flats, some gardens, woods etc)</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know that their environments look different from each other</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Discussing how environments in stories and images are different to the environment they live in.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know that places within the country can differ from each other.</li> <li>To know that there are differences between places in this country and places in other countries</li> </ul>

## Place knowledge – KS1

Year 1	Year 2
<p><b>NC objective:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a of a small area in a contrasting non-European country</p>	
<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Naming some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Naming some key differences between their local area and a small area of a contrasting non-European country.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know that life elsewhere in the world is often different to ours.</li> <li>To know that life elsewhere in the world often has similarities to ours.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country - Kenya</li> <li>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country - Kenya</li> <li>Describing what physical features may occur in a hot place in comparison to a cold place.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know some similarities and differences between their local area and a contrasting non-European country - Kenya</li> </ul>

## Place knowledge – KS2

Year 3

Year 4

Year 5

Year 6

**NC objective:** Understanding geographical similarities and differences through the study of human and physical geography 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

**Skills**

- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Beginning to discuss climates and their impact on trade, land use and settlement.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.

**Knowledge**

- To know the negative effects of living near a volcano.
- To know the positive effects of living near a volcano.
- To know the negative effects an earthquake can have on a community.
- To know ways in which communities respond to earthquakes.

**Skills**

- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Explaining what measures humans have taken in order to adapt to survive in cold places.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.

**Skills**

- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Explaining how humans have used desert environments.
- Using maps to explore wider global trading routes.

**Skills**

- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Explaining how humans have used desert environments.
- Using maps to explore wider global trading routes.

**Knowledge**

- To know some similarities and differences between the UK, South America and a European mountain region.
- To know why tourists visit mountain regions.

## Human and physical geography - EYFS

### Nursery

### Reception

**Early Learning Goal:** Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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.

#### Skills

- Observing the weather daily
- Looking at how the world around them changes through the seasons – e.g a tree in winter compared to summer
- Starting to make observation about the features of places (in stories, photographs or in the school grounds/local area)
- Starting to make observation about the characteristics of places (in stories, photographs or in the school grounds/local area)

#### Knowledge

- To know what clothing we wear when it is hot and it is cold
- To know some vocabulary to describe water – puddles, water, rain
- To know some of the words used to describe the weather in their setting

#### Skills

- Observing weather across the seasons.
- Observing and discussing the effect the changing seasons have on the world around them.
- Beginning to use the names of the seasons in the correct context.
- Making observations about the features of places (in stories, photographs or in the school grounds/local area)
- Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)

#### Knowledge

- To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.
- To know some of the key characteristics of each season
- To know that there are four seasons in a year marked by certain weather conditions.
- To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)
- To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)

# Human and physical geography – KS1

Year 1

Year 2

**NC objective:** 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

**Skills**

- Describing how the weather changes with each season in the UK.
- Describing the daily weather patterns in their locality.
- Confidently using the vocabulary 'season' and 'weather'.

**Knowledge**

- To know the four seasons of the UK.
- To know that 'weather' refers to the conditions outside at a particular time.
- To know that different parts of the UK often experience different weather
- To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.
- To know that weather conditions can be measured and recorded.

**Skills**

- Locating some hot and cold areas of the world on a world map.
- Locating the Equator and North and South Poles on a world map.
- Locating hot and cold areas of the world in relation to the Equator and the North and South Poles.

**Knowledge**

- To know that the Equator is an imaginary line around the middle of the Earth.
- To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.
- To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.
- To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.

**NC objective:** 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

**Skills**

- Recognising some physical features in their locality.

**Knowledge**

- To know that physical features means any feature of an area that is on the Earth naturally.

**Skills**

- Describing the key physical features of a coast using subject specific vocabulary.

**Knowledge**

- To know that coasts (and other physical features) change over time.
- To know some key physical features of the UK.

**NC objective:** Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Skills**

- Recognise some human features in their locality.

**Skills**

- Describing and understanding the differences between a city, town and village.
- Describing the key human features of a coastal town using subject specific vocabulary.

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that human features means any feature of an area that was made or built by humans.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that a sea is a body of water that is smaller than an ocean.</li> <li>To know that human features change over time.</li> <li>To know some key human features of the UK.</li> </ul>
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## Human and Physical Geography – KS2

Year 3	Year 4	Year 5	Year 6
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**NC objective:** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Describing how physical features, such as mountains are formed, and why volcanoes and earthquakes occur.</li> <li>Describing where volcanoes, earthquakes and mountains are located globally.</li> <li>Describing and explaining how physical features such as mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know the different types of mountains and volcanoes and how they are formed.</li> <li>To know that an earthquake is the intense shaking of the ground.</li> <li>To know that climates can influence the foods able to grow.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Mapping and labelling the six biomes on a world map.</li> <li>Understanding some of the causes of climate change.</li> <li>Describing how physical features such as rivers are formed.</li> <li>Describing and explaining how physical features (rivers) have had an impact upon the surrounding landscape and communities.</li> <li>Describing how humans use water in a variety of ways.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</li> <li>To know the courses and key features of a river.</li> <li>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</li> <li>To know the world's biomes.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Understanding some of the impacts and causes of climate change.</li> <li>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Describing and understanding the key aspects of the six biomes.</li> <li>Describing and understanding the key aspects of the six climate zones.</li> <li>Understanding some of the impacts and causes of climate change.</li> <li>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</li> <li>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know vegetation belts are areas of the world that are home to similar plant species</li> <li>To name and describe some of the world's vegetation belts.</li> <li>To know why the ocean is important.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</li> <li>• To know that climate zones are areas of the world with similar climates.</li> <li>• To know the world's different climate zones</li> </ul>		
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**NC objective:** Describe and understand key aspects of: 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><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Describing and understanding types of settlement and land use.</li> <li>• Explaining why a settlement and community has grown in a particular location</li> <li>• Explaining why different locations have different human features.</li> <li>• Explaining why people might prefer to live in an urban or rural place</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the main types of land use.</li> <li>• To know the different types of settlement.</li> <li>• To know an urban place is somewhere near a town or city.</li> <li>• To know a rural place is somewhere near the countryside.</li> <li>• To know that a natural resource is something that people can use which comes from the natural environment.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Describing and understanding types of settlement and land use.</li> <li>• Explaining why a settlement and community has grown in a particular location</li> <li>• Explaining why different locations have different human features.</li> <li>• Explaining why people might prefer to live in an urban or rural place</li> <li>• Describing how humans can impact the environment both positively and negatively, using examples.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the main types of land use</li> <li>• To know the different types of settlement</li> <li>• To know water is used by humans in a variety of ways.</li> <li>• To know that a natural resource is something that people can use which comes from the natural environment.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Describing and understanding economic activity including trade links.</li> <li>• Suggesting reasons why the global population has grown significantly in the last 70 years.</li> <li>• Describing the 'push' and 'pull' factors that people may consider when migrating.</li> <li>• Recognising geographical issues affecting people in different places and environments.</li> <li>• Describing and explaining how humans can impact the environment both positively and negatively, using examples.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the global population has grown significantly since the 1950s.</li> <li>• To know which factors are considered before people build settlements.</li> <li>• To know migration is the movement of people from one country to another.</li> <li>• To know some positive impacts of</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Describing and understanding economic activity including trade links.</li> <li>• Understanding the distribution of natural resources both globally and within a specific region or country studied.</li> <li>• Recognising geographical issues affecting people in different places and environments.</li> <li>• Describing and explaining how humans can impact the environment both positively and negatively, using examples.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the threats to the rainforest both on a local and global scale.</li> <li>• To know that natural resources can be used to make energy.</li> <li>• To know some positive impacts of humans on the environment.</li> <li>• To know some negative impacts of humans on the environment.</li> </ul>
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<ul style="list-style-type: none"> <li>• To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</li> <li>• To know the UK grows food locally and imports food from other countries.</li> </ul>		<p>humans on the environment.</p> <ul style="list-style-type: none"> <li>• To know some negative impacts of humans on the environment.</li> </ul>	
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Geographical skills and fieldwork - EYFS	
Nursery	Reception
	<p><b>Early Learning Goal:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Begin to ask questions about their world and their friends.</li> <li>• Comment on the features they see inside and outside.</li> <li>• Begin to draw real or imaginary maps.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know directional language (on, in, under, next to, behind, in front)</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions about the world around them.</li> <li>• Commenting on the features they see in their school and school grounds.</li> <li>• Answering simple questions, guided by the teacher.</li> <li>• Drawing some of the features they notice in their school and school grounds.</li> <li>• Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and globes.</li> <li>• Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</li> <li>• Recognising features on maps (real or imaginary).</li> <li>• Draw real or imaginary maps even if features are indistinguishable.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know that a map is a picture of a place.</li> <li>• To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind, in between).</li> </ul>

## Geography skills and fieldwork – KS1

Year 1

Year 2

**NC objective:** 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

### Skills

- Using an atlas to locate the UK.
- Using a map of the UK to locate the four countries.
- Beginning to use an atlas to locate the four capital cities of the UK.
- Using a world map and globe to locate two of the world's seven continents
- Using an atlas to locate the Atlantic Ocean and Pacific Ocean

### Knowledge

- To know that atlases give information about the world and that a map tells us information about a place
- To know that map is a picture of a place, usually drawn from above.

### Skills

- Recognising why maps need a title.
- Using an atlas to locate the four capital cities of the UK.
- Using a world map, globe and atlas to locate all the world's seven continents.
- Using a world map, globe and atlas to locate the world's five oceans.

### Knowledge

- To know that a globe is a spherical model of the Earth.
- To begin to recognise world maps as a flattened globe.

**NC objective:** Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

### Skills

- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Responding to instructions using directional language to follow routes.
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.

### Knowledge

- To know that symbols are often used on maps to represent features.
- To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards).

### Skills

- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Using locational language and the compass points (N, S, E, W) to describe the route on a map.
- Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.
- Using a map to follow a prepared route.

### Knowledge

- To know that a compass is an instrument we can use to find which direction is north.
- To know which direction is N, S, E, W on a map.
- To know that maps need a title and purpose.
- To know that maps need a key to explain what the symbols and colours represent.

**NC objective:** 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

**Skills**

- Recognising local landmarks on aerial photographs.
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs.
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Adding labels to sketch maps
- Using simple picture maps and plans to move around the school

**Knowledge**

- To know that an aerial photograph is a photograph taken from the air above.
- To know what a sketch map is.

**Skills**

- Recognising landmarks of a city studied on aerial photographs and plan perspectives.
- Recognising human features on aerial photographs and plan perspectives.
- Recognising physical features on aerial photographs and plan perspectives.
- Drawing a map and using class agreed symbols to make a simple key.
- Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.
- Finding a given OS symbol on a map with support.
- Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).
- Using an aerial photograph to draw a simple sketch map using basic symbols for a key.

## Geographical skills and fieldwork – KS2

Year 3

Year 4

Year 5

Year 6

**NC objective:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Skills**

- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Beginning to use the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index
- Beginning to zoom in and out of a digital map.

**Knowledge**

- To understand that a scale shows how much smaller a map is compared to real life
- To recognise world maps as a flattened globe.

**Skills**

- Beginning to use and understand maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index
- Zooming in and out of a digital map.

**Knowledge**

- To understand that a scale shows how much smaller a map is compared to real life

**Skills**

- Using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Beginning to use thematic maps to recognise and describe human and physical features studied
- Beginning to use models and maps to talk about contours and slopes.

**Knowledge**

- To know a thematic map is a map that portrays the geographic pattern of a particular theme in a geographic area – temperature, population etc.

**Skills**

- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g. settlement distribution).
- Using the scale bar on a map to calculate distances.
- Beginning to use thematic maps to recognise and describe human and physical features studied
- Using models and maps to talk about contours and slopes.
- Selecting a map for a specific purpose.

**Knowledge**

- To know that contours on a map show height and slope
- To know a thematic map is a map that portrays the geographic pattern of a particular theme in a geographic area – temperature, population etc.

**NC objective:** 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><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Using a simple key on their own map to show an example of both physical and human features.</li> <li>• Following a route on a map with some accuracy.</li> <li>• Beginning to say which directions are N, S, E, W on an OS map.</li> <li>• Making and using a simple route on a map.</li> <li>• Beginning to label some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li> <li>• To know that an OS map shows human and physical features as symbols</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately using 4-figure grid references to locate features on a map in regions studied.</li> <li>• Beginning to locate features using the 8 points of a compass.</li> <li>• Using a simple key on their own map to show an example of both physical and human features.</li> <li>• Following a route on a map with some accuracy.</li> <li>• Saying which directions are N, S, E, W on an OS map.</li> <li>• Making and using a simple route on a map.</li> <li>• Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li> <li>• To know that grid references help us locate a particular square on a map.</li> <li>• To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied</li> <li>• Accurately using four and six-figure grid references to locate features on a map in regions studied.</li> <li>• Confidently locating features using the 8 points of a compass</li> <li>• Following a short pre-prepared route on an OS map.</li> <li>• Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied</li> <li>• Accurately using four and six-figure grid references to locate features on a map in regions studied.</li> <li>• Following a short pre-prepared route on an OS map.</li> <li>• Identifying the eight compass points on an OS map.</li> </ul>
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## Fieldwork at Bowling Park

For fieldwork studies at Bowling Park, we follow the Kapow units and enquiry cycle. *“These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed.” Kapow*

	EYFS: Reception	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<b>Question</b>	Ask questions about the world around them.		Recognising there are different ways to answer a question.	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.
<b>Observe</b>	Commenting on the features they see in their school and school grounds.		Discussing the features they see in the area surrounding their school when on a walk.  Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	
<b>Measure</b>	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
<b>Record</b>	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support.  Taking digital photographs of geographical features in the locality.  Making digital audio recordings when interviewing someone.	
<b>Present</b>	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows.  Asking and answering simple questions about data.	

	Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<b>Question</b>	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.	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.
<b>Observe</b>	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	
<b>Measure</b>	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.	
<b>Record</b>	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.	
<b>Present</b>	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	