

## Broke Hall Geography Progression and Skills – Locational Knowledge

| EYFS   | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
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| <p>Name the school and area/town they live in including the capital city London and other nearby locations children have been to and want to talk about.</p> <p>Know the name of the country they live in.</p> <p>Introduce the world and continents (in relation to first-hand experience, Chinese New Year some taught during -EYFS assembly, holidays children have taken)</p> <p>Know the difference between land and water.</p> | <p>Children to know own address and locate own road on a map (Google Earth).</p> <p>Identify and locate the constituent countries of the UK using a globe, digital map or KS1 atlas.</p> <p>Locate and identify capital cities of the four constituent countries of the UK.</p> <p>Identify continents of the world using a globe, digital map or KS1 atlas.</p> | <p><b>Think back</b> to year 1 revise and recap locate and identify the four countries and capital cities of the United Kingdom.</p> <p><b>Think back</b> to year 1 children to recall their addresses.</p> <p>Identify characteristics of the four countries and label their surrounding seas 'English Channel, North Sea, and label identify other major cities.</p> <p><b>Think back</b> to year 1 recap/ revise the continents.</p> <p>Identify the oceans, seas and the Equator and label on a World map using a KS1 atlas as reference to help locate and label seas/ oceans/continents and the Equator.</p> | <p><b>Think back</b> to year 2 revise and recap countries and cities of the UK and recap continents of the World.</p> <p>Focus on Europe and name and locate several countries.</p> <p>Identify the Mediterranean, locate Italy and surrounding countries. Use KS2 atlas to label capital city, bordering countries, islands and seas.</p> <p>Locate Italy's two mountain ranges and the longest river.</p> <p>Identify and locate volcanoes and sites of earthquakes.</p> <p><b>Think back</b> to year 2 work on the Equator. Children to locate the Northern and Southern Hemisphere and identify what countries lie within them.</p> | <p><b>Think back</b> to previous years 1-3 and recap and locate constituent countries and key cities of the UK (including Birmingham and Blackpool)</p> <p>Contrast the British Isles in comparison to the United Kingdom and identify differences.</p> <p>Locate counties and geographical regions of the UK including early settlements.</p> <p><b>Think back</b> from previous years recap the World's continents and <b>think back</b> to year 3 recap the position of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, focus on the Antarctica.</p> <p>Identify and map the route taken by Shackleton and the Endurance Expedition. Locate London, Buenos Aires, South Georgia and Elephant Island).</p> <p><b>Cross curricular links</b> to write about journey as a narrative, describing what it was like to develop understanding in English writing.</p> | <p><b>Think back</b> from previous years recap the World's continents and <b>think back</b> to year 4 recap the position of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere,</p> <p><b>Think back</b> to year 4, work on the topographical features of the UK -rivers in the UK and the work completed on the Antarctica. Locate the World's rivers, seas and oceans.</p> <p>Children to use a KS2 atlas/ digital mapping to identify water on the Earth's surface. Approximately 71% of the Earth's surface is covered in water.</p> <p><b>Think back</b> to year 4, work on topographical features of the UK- focus on mountains.</p> <p>Children to use a KS2 atlas/digital mapping to identify mountain ranges across the World.</p> | <p><b>Think back</b> to previous years learning including year 3 unit 'Where food comes from'. identify continents, oceans and seas, talk about 'trade' on a global scale. Children to locate different countries associated with various products and recognise that global companies such as Starbucks and Ikea trade in countries located all over the World.</p> <p>Locate on a World Map more developed and less developed countries.</p> <p>Locate countries that UK export to and import from.</p> <p>Locate fairtrade locations.</p> <p>Locate Galapagos Islands</p> <p>Name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements.</p> <p>Locate New York</p> |

## Broke Hall Geography Progression and Skills – Place Knowledge

| EYFS   | Year 1   | Year 2  | Year 3   | Year 4   | Year 5  | Year 6   |
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| <p>Talk about similarities and differences between different environments from their own experience (home, school, class environment, grounds, forest school, places visited).</p> <p>Use relevant specific vocabulary to describe different places.</p> <p>Know North Pole and South Pole in relation to arctic animals.</p> <p>Use of digital photography - google maps, instant street view, aerial photography</p> | <p>Know the main differences between a city, town and village, urban and rural and identify some key landmarks. Use maps, photos, Google Earth, prior knowledge to discuss what a place is like (own locality Broke Hall).</p> <p>Know the northernmost place on Earth. <i>North Pole</i>. Know the southernmost place on Earth. <i>South Pole</i></p> | <p>Study Kenya (country outside Europe) <b>think back</b> cross curricular to year 1 when they studied Kenya 'On Safari' in Jane C English unit.</p> <p>Identify Africa and Kenya on a World map using compass points. and discuss how one could travel there. Discuss what one would need to take with them, what is the climate/weather like compared to here. <b>Think back</b> to year 1 and previous unit (Equator hottest/coldest) where is Kenya in relation to the Equator, what does this mean to the countries climate, seasons and weather? Identify what animals live there <b>think back</b> to science unit habitats, what animals live where and why? What are the landscapes like?</p> <p>Children can identify the key features of a location in order to say whether it is a town, village or coastal area.</p> <p>Compare Ipswich, Felixstowe and Witlesham.</p> | <p>Study Italy (country within Europe).</p> <p>Use an atlas to name different cities of Italy and research (using various sources, internet, books) their famous landmarks.</p> <p>Locate Italy's two mountain ranges and the longest river.</p> <p>Identify and locate volcanoes and sites of earthquakes.</p> <p>Locate temperate/ tropical/Mediterranean climate zones and tropical biomes and explain the significance of these zones in the production of natural resources (food).</p> <p>Identify latitude and longitude.</p> | <p>Locate early settlements (in the UK) on a map and identify topographical features from the past (Village Settlers) and now (The UK). Children to identify 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>Identify iconic landmarks of UK constituent countries.</p> <p>Understand geographical similarities and differences through a comparative study of Birmingham and Blackpool and identify the origin, patterns of growth and economic and social challenges of large settlements. Know London as an example of multicultural Britain, the values and processes of democracy: rule of law in safeguarding citizens; tolerance within society and freedom of speech.</p> <p>Identify what the Antarctica is made of (Antarctica is a land mass and not an iceberg). Know it's size, make up and surrounding oceans. Classify Antarctic ice types and fauna.</p> <p>With reference to the Antarctica children to identify the position and significance of latitude, longitude, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/ Greenwich Meridian and time zones (including day and night).</p> | <p><b>Think back</b> to year 2 'Kenya' recap. how it is different, weather, landscapes, where it is positioned in terms of the Equator and what this would mean to the climate of the country compared to the UK.</p> <p><b>Think back</b> to year 2 when children learnt about Ipswich. Use Google Earth, maps, photos and prior knowledge to talk about what the River Orwell is like and where it is.</p> <p><b>Make connections</b> cross curriculum history Ancient Egypt. What is the River Nile like ? Use Google search, Digimaps and photos.</p> | <p>Investigate and explore what conditions of places and populations practising fairtrade countries are like.</p> <p>Evaluate case studies of the USA and Liberia to demonstrate the impact of geography on what a country exports to other countries.</p> <p>Know what Galapagos Islands are like, what the climate and weather patterns are, explain the topographical features, that results in an isolated terrain that shelters a diversity of plant and animal species found no where else - unique ecosystems.</p> <p>Understand geographical similarities and differences of different places within USA and how it compares to the UK. Interpret a range of images and sounds to be able to links places to a location on a map.</p> <p>Recall the different climatic features of California and Mississippi and the impact this has.</p> <p>Understand the different regional dominance of different products across the USA.</p> <p>Make reasoned judgements to what New York City is like, its development, functions and characteristics.</p> |

## Broke Hall Geography Progression and Skills – Human and Physical Geography

| EYFS  | Year 1   | Year 2   | Year 3  | Year 4  | Year 5   | Year 6  |
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| <p>Describe their immediate environment using knowledge from observation, discussion and stories.</p> <p>Describe seasonal and daily weather changes (projects such as the Great British birdwatch).</p> <p>Use vocabulary to name specific features of the natural world (natural and manmade)</p> <p>Model and help children to develop a caring attitude for the environment in which they live.</p> <p>Provide stimuli and resources to create simple maps and plans, paintings, drawings and models of observations of known imaginary landscapes.</p> <p>Given opportunities to design practical, attractive environments, for example organising equipment outdoors.</p> | <p>Identify their own locality Broke Hall within the town Ipswich and know some features in it (local park, local shops, hospital, football ground).</p> <p>Know about the Equator an imaginary line around the centre of the Earth. It is very hot at the Equator because it is closest to the sun.</p> <p>Know about the desert- A very dry place that experiences little rain and therefore plants don't grow there. It is difficult to find water in a desert.</p> <p>Know what sort of clothing protects from the heat of the sun and from the cold. <i>Sunhat sunglasses, boots, coats</i></p> | <p><b>Think back</b> to year 1 when they learnt about the local area and simply about the town.</p> <p>Identify their own town Ipswich identify features within it and compare varying environments- physical and human (villages within Ipswich post code / Witnesham and Westerfield, coastal town Felixstowe).</p> <p>How does the use of land differ in each locality?</p> <p>Children can ask and answer questions such as What is this place like ? What or who will I see in this place ? What do people do in this place ?</p> <p>Begin to develop own opinions of the place and give reasoning.</p> <p>Kenya-Discuss what one would need to take with them, what is the climate/weather like compared to here.</p> <p><b>Think back</b> to year 1 and previous unit (Equator hottest/coldest) where is Kenya in</p> | <p>Describe and understand key aspects of volcanoes and earthquakes linking to science.</p> <p>Understand and explain the physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Reason and speculate the effects of earthquakes, volcanoes using sources of evidence such as the internet (newspaper articles, video footage).</p> <p><b>Making connections Italy and volcanoes</b></p> <p>Children to learn about Mount Vesuvius that destroyed Roman city of Pompeii in 79AD. To develop their empathy (becoming global citizens) and how it compares to the present day catastrophic events (earthquakes Turkey Syria 2023).</p> <p>Can compare and contrast the human and physical features</p> | <p>Understand the different types of settlements in early Britain and summarise and explain why people chose to live there in regards to key aspects of the human and physical topographical features and explain how they have changed over time.</p> <p>Recall reasons for original sitings (UK) (physical and human) and identify the origins of some settlements place names and explain the meaning ( -don, -chester, - bury, - wick, - and -ham).</p> <p>Demonstrate understanding of early settlement and the choices that were made in regard to original sitings children to design their own village.</p> <p>Know how the constituent countries (UK) vary in terms of climate and weather patterns therefore resulting in varying geology affecting the farming types and products produced.</p> <p>Describe and understand key aspects of human geography including types of settlement (19<sup>th</sup> /20<sup>th</sup> century), economic activity, trade links and</p> | <p>Know the different bodies of water and define each type and explain whether it is saltwater or fresh (rivers, lakes, oceans, seas, reservoirs, bays, straits, gulfs, glaciers and fjords).</p> <p><b>Think back to year 4 science</b> recap what they learnt about the water cycle. Explain what the water cycle (hydrological cycle) is and make reasoned judgements to why it is important to all ecosystems and living things on Earth. Describe what a local water supply and treatment works is and be able to explain how water is collected and transported to households and communities.</p> <p>Use their knowledge to empathise and make reasoned judgements on what would happen to the water cycle if there was no precipitation, condensation, evaporation? Evaluate how water can be conserved, make reasoned judgements on water conservation. Hypothesise if you had to live in a country with limited water, how would you prioritise the actual water, what would the priority be? Why?</p> <p>Compare and contrast ourselves with another country, what are the differences between water availability and usage (e.g. Kenya) <b>Think back</b> to year 2 (Kenya).</p> | <p>Demonstrate understanding that key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale and how natural resources and climate determine where our food (UK) comes from. Demonstrate understanding of human aspects, including trade links and how and why trade has become increasingly global and how trade connects different countries and their populations including the role of the worker in different countries.</p> <p><b>Think back</b> to global trade unit compare and contrast products exported and imported with products exported and imported by the USA.</p> <p>Evaluate the impact of physical features and processes on agricultural production and the different factors that affect farming livelihoods in the USA.</p> <p>Children to reach informed conclusions about sustainable development in the Galapagos Islands. Hypothesise, is it possible to have sustainable tourism ? What does this look like ? Present and justify their findings.</p> <p>Understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts and the Grand Canyon and the location</p> |

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|  |  | <p>relation to the Equator, what does this mean to the countries climate, seasons and weather?</p> <p>Can compare and contrast the human and physical features between areas of Kenya and areas of Ipswich (Witnesham and Felixstowe)</p> | <p>between the UK and Italy</p> <p>Discuss culture of Italy- food and drink, religion, carnivals, family, fashion and music. Children to compare it to the UK.</p> <p>Children can begin to explain that our food comes from all over the World. They will understand and describe the trade links that enable food from all around the world to be sold in the UK.</p> <p>Children will begin to demonstrate understanding and empathy in regard to the effects some food production practices have on the World 'deforestation'.</p> | <p>the distribution of natural resources including energy and minerals. Make informed conclusions regarding the location, growth and decline of settlement. Describe and understand physical and human influences on the growth, development and functionality of cities (Birmingham and Blackpool). Describe and understand key aspects of human geography including migration, multi-culturalism and ethnicity.</p> <p>Discuss and explain who Sir Ernest Shackleton was and summarise his importance as an 'Antarctic' 'historical figure. <i>Make connections</i> between history and geography.</p> <p>Identify hot and cold climate zones on a World map.</p> <p>Identify and recall seasonal / geographical variations over time at the Antarctica understanding the influence of the Earth's orbit on climate zones.</p> <p>Through evidence (sources - Frank Hurley expedition photographs and aerial ) children to discuss and identify features of Antarctic geomorphology.</p> | <p>Apply knowledge to present how water can be used for power to contribute to a sustainable future.</p> <p>Describe the journey of a river and explain how they are formed. Know that rivers flood and reason and speculate on the impact of this process.</p> <p>Know where mountains are located. Explain there are 5 types of mountains 'Volcanic' 'Fold,' 'Fault block' 'Residual' and 'Dome,' and be able to define how each is formed. Demonstrate understanding how mountains have changed over time.</p> <p><i>Think back</i> to year 3 unit 'Earthquakes and Volcanoes'. How are some of the physical processes similar ?</p> <p>Classify jobs into sectors and identify what they would like to do and give reasoning for this, justify and critique how they would be suited to the role and explain their role in society.</p> <p><i>Think back</i> to year 4 what industries did they learn about in the UK ? Children should be able to identify different industries in the UK. Demonstrate understanding that people around the World have different jobs contributing in various ways to the economy of named country and that in some areas of the World children contribute by undertaking a job themselves. Empathise some people are unemployed and make reasoned</p> | <p>and features of key settlements in the USA.</p> <p>Explain that population distribution varies across the USA and it is affected by its physical geography and its human characteristics of the different states.</p> <p><i>Think back</i> to year 5 rivers and floods. Evaluate and make reasoned judgements on the impact of drought and flood in parts of the USA.</p> <p>New York - Demonstrate understanding of how the location and features of this area makes it conducive for development and understand how NYC as a city developed over time.</p> |
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|  |  |  |  | Children to understand Antarctica's mountainous terrain and oceans and reason and summarise why Shackleton's planned journey of Endurance had to be amended and how the landscape effects how people live at the Antarctica today (with particular reference to research stations). | judgements the effects this has on them and the people around them. |  |
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## Broke Hall Geography Progression and Skills – Geographical Skills and Fieldwork

| EYFS   | Year 1  | Year 2   | Year 3   | Year 4   | Year 5  | Year 6   |
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| <p><b>Directions</b><br/>Children are encouraged to use positional and directional language modelled in maths, PE, everyday stories and games such as on, off, in, under, over, on top of, next to, behind, between, in front.</p> <p>Children are also given opportunities to use North and South in relation to learning on Arctic animals.</p> <p><b>Field work</b><br/>Opportunities for free exploration of setting and outdoor area including forest school.</p> | <p><b>Directions</b><br/>Through geography, maths and PE children continue to develop use of positional and directional language using them in context to creating their own maps.</p> <p><b>Field work</b><br/>Simple fieldwork and observational skills to study the geography of Broke Hall and the immediate local area.<br/>Use aerial photography, google maps etc.</p> | <p><b>Directions</b><br/>Use 4 point of a compass (North, South, East, West) and locational and directional language to describe the features and routes on a map and the key human and physical features of the environment.</p> <p><b>Field work</b><br/>Local walk, identify land use draw and label annotated diagrams.<br/>Develop opinion and reasoning on why things are like it and what might happen when things change.<br/>Rural/ country trip Foxburrow Farm</p> | <p><b>Directions</b><br/>Use 8 points of a compass.<br/>Use of 2 figure grid references.<br/>Learn to use a key and standard symbols.</p> <p><b>Field work</b><br/>Think back to year 1 and 2 local walk, use of land use and development in area, what do they like, dislike about the area they live in.<br/>Children can ask and respond to geographical questions and analyse evidence and draw simple conclusions.</p> <p><b>Map skills</b><br/>Children can use KS2 atlases<br/>Children can interpret maps and aerial views</p> | <p><b>Directions</b><br/>Use 8 point of a compass<br/>Begin to use 4 figure grid references, symbols and keys to communicate knowledge of the United Kingdom in the past and the present.</p> <p><b>Field work</b><br/>Use skills and sources of evidence to respond to a range of geographical questions.<br/><br/>Offer reasons for some of their observations and judgements about places<br/><br/>Early Settlement West Stow</p> | <p><b>Directions</b><br/>Use eight points of a compass, 4 figure grid references, symbols and keys (including the use of Ordnance Survey maps ) to build upon their knowledge of the United Kingdom and the wider world.</p> <p><b>Field work</b><br/>Use of fieldwork to observe, measure record and present the human and physical features in a local area (Dunwich) and further afield Aylmerton -using a range of methods, including sketch maps, plans, graphs reading.<br/>(including orienteering studies on coastal erosion Longshore drift)<br/>Google search to research bodies of water (use of</p> | <p><b>Directions</b><br/>Use eight points of a compass, 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps ) to build upon their knowledge of the United Kingdom and the wider world.</p> <p><b>Field work</b><br/>Use of Google to research and identify different trade links, looking at the global brands and what they mean in the global market.<br/>Use of internet to research what North America and the Galapagos are like.<br/>Present data related to global trade in table and graph form and draw conclusions on which country the UK exports the most to.<br/>Interpreting climate graphs to understand changes of climate across the USA.</p> <p><b>Map skills</b><br/>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and</p> |

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| <p>Children to become familiar through first hand sensory exploration, observation and talk. Give opportunities to record findings by e.g drawing, writing, making a model or photography</p> <p><b>Map skills</b><br/>Pupil centred, focus generated from pupils own interests /experiences</p> <p>Free exploration, play creative engagement</p> <p>Provide play maps and small world equipment for children to create their own environments.</p> | <p><b>Map skills</b><br/>Begin to use world maps, atlases, globes to identify the United Kingdom and its countries and identify continents.</p> <p>Make their own simple map of their bedroom and classroom.</p> | <p><b>Map skills</b><br/>Develop independent use of atlases to identify UK, its countries, seas, the continents, the worlds oceans and the Equator.</p> <p>Make map using a key and co-ordinates of the school and its grounds.</p> | <p>of the Mediterranean (Italy unit) and the World (Where our food comes from) and communicate findings in different ways e.g written, drawn, photographs, sketch and diagrams.</p> | <p>Visual understanding of Polar Landscapes via photographic analysis.</p> <p><b>Map skills</b><br/>Children can draw more accurate maps with more complex keys (including a map illustrating the planned journey of the Endurance Expedition and the actual journey).</p> <p>Use of globes, atlases, digital /computer mapping Digi-maps (with a focus on historical mapping in the unit on Settlement and describing features in the unit UK) and aerial views with which application will inform children's understanding in learning about the Antarctica and its Polar landscapes. Use a variety of maps of different scales to locate places.</p> | <p>aerial photos, video clips, maps)<br/>Collect data and make graphs, pie charts on water usage.</p> <p><b>Map skills</b><br/>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and map features studied (Mountain ranges, Oceans, Seas and Rivers).</p> <p>Can draw a map using symbols and a key, including contour lines (of a mountain range, the River Orwell and the River Nile).</p> | <p>describe features studied including 6 figure grid references.<br/>Include mapping on trade links, journeys products have taken and maps of North America.<br/>Analysis of historical maps (NYC) to examine urban change<br/>Draw scale plans of increasing complexity<br/>Follow route on small scale OS map and describe features seen.<sup>i</sup></p> |
| <p><b>Units taught through-</b></p>  | <p>Where do we live ?<br/>Around the World<br/>The Four Seasons</p>  | <p>Maps and Mapping<br/>Ipswich and Contrasting Locations<br/>On Safari - Kenya</p>   | <p>Mediterranean -Italy<br/>Volcanoes and Earthquakes<br/>Where does our Food come from?</p>  | <p>Village Settlers<br/>Shackleton's Antarctica<br/>The United Kingdom</p>  | <p>Mountains and Rivers<br/>Water World<br/>Earning a living</p>  | <p>Global Trade<br/>United States of America<br/>Sustainable Development</p>  |

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