



Buriton Primary School Geography Curriculum Progression



Our high-quality geography curriculum is planned as a 7-year journey and inspires a curiosity and fascination about the world and its people. It equips our pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. By the time they leave Buriton Primary their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

By the end of Key Stage 1, our pupils will have developed knowledge about the world, the United Kingdom and their locality. They will 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.

Our pupils are taught to:

Locational knowledge	<ul style="list-style-type: none">• name and locate the world's 7 continents and 5 oceans• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	<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
Human and physical geography	<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, inc: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and fieldwork	<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 school and its grounds and the key human and physical features of its surrounding environment



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By the end of Key Stage 2, our pupils will have extended 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 will have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Our pupils are taught to:

Locational knowledge	<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"> 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 in North or South America
Human and physical geography	<p>describe and understand key aspects of:</p> <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"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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

‘Greater Depth’ is achieved through a focus on **ACE** – tasks enable pupils to **Apply**, **Connect** and **Explain** (or **Explore**) & **Evaluate**

Apply	Pupils apply geographical skills, knowledge and understanding from their current, and previous, learning independently and in new geographical contexts.
Connect	Pupils make clear, strong and appropriate connections between their geographical skills, knowledge and understanding and the new geographical context.
Explain & Evaluate	Pupils are able to explain and clearly articulate a deeper understanding of the interaction and impact between physical and human processes, and of the formation and use of landscapes and environments.



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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics studied	Weather & Seasons, Bears Polar Lands, Into the Woods Toys, Dinosaurs & Mary Anning Castles, Houses & Homes Plants, Animals Beaches, Under the Sea		Pirates, Great Fire of London Titanic, Dragons Neolithic to Iron Age, Peru, Biomes & rainforests Wolves, Biomes Roman Empire, Local area (Petersfield compared to Buriton) Volcanoes, Minibeasts		Ancient Greece, Ancient Egypt, Early Civilizations Raging Rivers, a river runs through it European study, Vikings & Anglo Saxons History of Buriton, Geography of Buriton Ghana – Bean to Buriton		Maya Civilization Over the equator (including sustainability) Crime and Punishment

Text in black = Year A

Text in purple = Year B



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Locational knowledge	Understanding The World – The World Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Name and locate characteristics of the four countries and capital cities of the UK.	Name and locate characteristics and capital cities of countries of the UK and the surrounding seas. Name and locate the world's 7 continents and 5 oceans.	Locate the world's countries, using map to focus on Europe (including the location of Russia) and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Locate the world's countries, using map to focus on Europe (including the location of Russia) and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.	Locate the world's countries, using map to focus on Europe (including the location of Russia) and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate countries and cities of the UK, 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.	Locate the world's countries, using map to focus on Europe (including the location of Russia) and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 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).
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Place Knowledge	Understanding The World – The World 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	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. (School grounds, Buriton village, contrasting with Polar Lands).	Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. (Peru)	Understand geographical similarities and differences through the study of human and physical geography of biomes in Peru.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North America.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Understand geographical similarities and differences through the study of human and physical geography of the UK, a region in a European country, and a region within North or South America.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Human and Physical Geography</p>	<p>Understanding The World – The World</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Identify seasonal and daily weather patterns in the UK and identify their associated weather characteristics.</p> <p>Use basic geographical vocabulary to refer to key physical (e.g. forest, beach, season and weather) and human features (e.g. city, town, village, house, office, shop, church)</p>	<p>Build on knowledge of seasonal and daily weather patterns in the UK.</p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features (eg beach, cliff, coast, forest, mountain, ocean) and human features (eg port, harbour, factory, farm).</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including: volcanoes and earthquakes.</p> <p>Describe and understand key aspects of:</p> <p>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. (Links to Stone & Iron Age)</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including: biomes, mountains, earthquakes.</p> <p>Describe and understand key aspects of:</p> <p>Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including: rivers, mountains and the water cycle.</p> <p>Describe and understand key aspects of:</p> <p>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. (Links to Ghana)</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including: climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of:</p> <p>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.(Links to Australia)</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills and fieldwork</p>	<p>Maths – Shape, Space and Measure</p> <p>Children use everyday language to talk about...position ... to compare quantities and objects and to solve problems.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use locational and directional language (near and far, left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plans to recognise basic human and physical features. (Buriton)</p> <p>Devise a simple map and use and construct basic symbols in a key. (School grounds and Buriton)</p> <p>Use simple fieldwork and observational skills to study the geography of school grounds and the human and physical features of its surroundings.</p>	<p>Continue to use world maps, atlases, google earth and globes to identify the United Kingdom and its countries, 7 continents of the world and the oceans of the world.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plans to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their surrounding environment. (Local visits and making pirate maps)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, symbols and keys (including the use of Ordnance survey maps) to build their knowledge of the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, graphs and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four figure references and symbols and keys (including the use of Ordnance survey maps) to build their knowledge of the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies. (Fieldtrip to study River Rother)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure references and symbols and keys (including the use of Ordnance survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure references and symbols and keys (including the use of Ordnance survey maps) to build their knowledge of the wider world. (Fieldwork to orienteering site at Fort Purbrook)</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.</p>
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