



## Fulbourn Primary School Geography Content Areas and Progression

Content Areas	Geographical Skills and Fieldwork	Geographical Enquiry	Human Geography	Physical Geography	Sustainability	Locational Knowledge	Place Knowledge
Symbol	 geographical skills and fieldwork	 geographical enquiry	 human geography	 physical geography	 sustainability	 locational knowledge	 place knowledge

Content Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>	<p>Draw their own maps of familiar locations.</p> <p>Begin to use directional language [for example, near and far; left and right, forwards, backwards) to instruct a person or technological toy.</p> <p>Answer geographical questions using their own observations and resources given to them.</p>	<p>Follows simple direction, e.g. near, far, NSEW, up/down, left/right, forwards/backwards</p> <p>Can draw a picture map and plan of imaginary and familiar settings using symbols</p> <p>Can use a simple map with a key</p> <p>Uses equipment (e.g. cameras, recording device, measuring tools) accurately to collect and record data</p>	<p>Follows and gives simple directions including the four compass points</p> <p>Can draw a picture map and plan of imaginary and familiar settings using a key</p> <p>Can use a simple map with a key</p> <p>Uses equipment (e.g. cameras, recording device, measuring tools) accurately to collect and record data</p>	<p>Begins to use the 8 points of a compass and letter number co-ordinates to describe a position.</p> <p>Begins to draw plans and maps to scale using standard symbols/ key</p> <p>Uses maps and plans (atlases, globes and digital mapping) at different scales</p> <p>Understands that geographical</p>	<p>Uses the 8 points of a compass and letter number co-ordinates to describe a position.</p> <p>Can draw plans and maps to scale using standard symbols/ key</p> <p>Uses maps and plans (atlases, globes and digital mapping) at different scales</p> <p>Understands that geographical survey requires</p>	<p>Can follow a short route on an OS map describing features as they go.</p> <p>Can draw plans and maps to scale using standard and symbols/ key</p> <p>Use maps accurately using scales to measure distance and four figure co-ordinates to locate features.</p> <p>Selects appropriate equipment and methods,</p>	<p>Can follow a short route on an OS map describing features as they go.</p> <p>Can draw plans and maps to scale with accuracy using standard and symbols/ key</p> <p>Use maps accurately using scales to measure distance and four and six figure co-ordinates to locate features.</p> <p>Selects appropriate</p>

		<p>Uses observational drawing as part of a geographical survey in familiar environments, adding labels.</p> <p>Explains and describe the data collected to make conclusions.</p> <p>Ask and answer geographical questions using their own observations and resources given to them.</p>	<p>Uses observational drawing as part of a geographical survey in familiar environments, adding labels.</p> <p>Explains and describe the data collected to make conclusions.</p> <p>Ask and answer geographical questions using their own observations and information they select from resources given to them.</p>	<p>survey requires the collection of data over time</p> <p>Records field observations with explanatory labels.</p> <p>Records the main points of what they have found out from their data, using geographical vocabulary to describe the places or features.</p> <p>Ask and answer geographical questions using a range of skills and sources of evidence.</p>	<p>the collection of data over time</p> <p>Records field observations with detailed explanatory labels.</p> <p>Records the main points of what they have found out from their data, using appropriate geographical vocabulary to describe the places or features.</p> <p>Ask and answer geographical questions using a range of skills and sources of evidence.</p>	<p>including a range of measuring instruments, questionnaires</p> <p>Produces annotated sketches which describe and explain geographical processes and patterns.</p> <p>Analyses data collected and evaluates the quality of the evidence.</p> <p>Ask and answer a series of geographical questions about the human and physical characteristics of locations, using a range of skills and sources of evidence.</p>	<p>equipment and methods, including a range of measuring instruments, questionnaires</p> <p>Produces detailed annotated sketches which describe and explain geographical processes and patterns.</p> <p>Analyses data collected and evaluates the quality of the evidence.</p> <p>Ask and answer a series of geographical questions about the human and physical characteristics of locations, using a range of skills and sources of evidence.</p>
<p><b>Geographical Enquiry</b></p>	<p>In responding to the key enquiry question for each unit of work, children should have opportunity to (as appropriate):</p> <ul style="list-style-type: none"> <li>• Recognise</li> <li>• Describe</li> <li>• Observe</li> <li>• Select</li> <li>• Categorise</li> </ul>	<p>In responding to the key enquiry question for each unit of work, children should have opportunity to (as appropriate):</p> <ul style="list-style-type: none"> <li>• Summarise</li> <li>• Synthesise</li> <li>• Construct informed responses</li> <li>• Interpret and explain</li> </ul>		<p>In responding to the key enquiry question for each unit of work, children should have opportunity to (as appropriate):</p> <ul style="list-style-type: none"> <li>• Reach informed conclusions</li> <li>• Empathise</li> <li>• Make reasoned judgements</li> <li>• Reflect</li> </ul>			

	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Sequence</li> <li>• Connect and make links</li> <li>• Compare and contrast</li> <li>• Recall</li> <li>• Reason/speculate</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate understanding As well as build upon previously learned enquiry skills</li> </ul>		<ul style="list-style-type: none"> <li>• Justify</li> <li>• Apply</li> <li>• Evaluate</li> <li>• Critique</li> <li>• Hypothesise</li> </ul> As well as build upon previously learned enquiry skills		
<b>Human and Physical Geography</b>	<p>Identify different types of weather.</p> <p>Name the four seasons and identify seasonal weather patterns.</p>	<p>Understands seasonal and daily weather patterns in the United Kingdom.</p> <p>Describe and compare places that are notably different considering climate, and significant human and physical features.</p>	<p>Understands seasonal and daily weather patterns in the United Kingdom.</p> <p>Describe and compare places that are notably different considering climate, urban v rural and significant human and physical features.</p>	<p>Use a range of resources to identify the physical and human features of different localities.</p> <p>Within the locations studied, begin to describe and understand key aspects of:</p> <p><b>PHYSICAL</b> - The Water Cycle, volcanoes and earthquakes</p> <ul style="list-style-type: none"> <li>•To understand the key features and vocabulary involved.</li> <li>•To understand how the physical feature is formed / created.</li> <li>•To consider the impact on local and global life.</li> </ul> <p><b>HUMAN</b> Settlements and land use</p>	<p>Use a range of resources to describe the physical and human features of different localities.</p> <p>Within the locations studied, describe and understand key aspects of:</p> <p><b>PHYSICAL</b> - The Water Cycle, volcanoes and earthquakes</p> <ul style="list-style-type: none"> <li>•To understand the key features and vocabulary involved.</li> <li>•To understand how the physical feature is formed / created.</li> <li>•To consider the impact on local and global life.</li> </ul> <p><b>HUMAN</b> Settlements and land use</p>	<p>Within the locations studied, describe and understand key aspects of:</p> <p><b>PHYSICAL</b> - rivers, mountains, climate zones and biomes</p> <ul style="list-style-type: none"> <li>• To understand the key features and vocabulary involved.</li> <li>• To understand how the physical feature is formed / created.</li> <li>• To consider the impact on local and global life.</li> </ul> <p><b>HUMAN</b> Settlements, land use, economic activity including trade links, and the distribution of natural resources.</p>	<p>Within the locations studied, describe and understand key aspects of:</p> <p><b>PHYSICAL</b> - rivers, mountains, climate zones and biomes</p> <ul style="list-style-type: none"> <li>• To understand the key features and vocabulary involved.</li> <li>• To understand how the physical feature is formed / created.</li> <li>• To consider the impact on local and global life.</li> </ul> <p><b>HUMAN</b> Settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals,</p>

							and water supplies.
<b>Sustainability</b>	<p>Takes care of the school environment by litter picking, tidying up, caring for plants and animals.</p> <p>Begins to understand the need to respect and care for the natural environment and all living things.</p>	<p>Understands that the planet's natural resources are being overused (deforestation, ocean pollution over fishing, landfill).</p>	<p>Understands that the planet's natural resources are being overused (deforestation, over population, water shortage, over fishing, landfill) and some of the impacts of this.</p>	<p>Understands the causes and some of the impacts of climate change and knows about alternative energy sources.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p>Understands the causes and impact of climate change and knows about alternative energy sources.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p>Understands how humans could live more sustainably, and takes action.</p> <p>Knows about current issues in society and the environment and develops their own opinions.</p> <p>Explains their own views on climate change, and recognises that other people may hold different views.</p>	<p>Understands how humans could live more sustainably, and takes action.</p> <p>Knows about current issues in society and the environment and develops their own opinions.</p> <p>Offers reasons for their own views about environmental change and recognises that other people may hold different views.</p>
<b>Locational Knowledge</b>	<p>Name the school and Fulbourn (and the village/town they live in).</p>	<p>Recognise and locate the seven continents, oceans and hot and cold regions in the world</p> <p>Locate and identify on a map/atlas, the countries within the UK.</p>	<p>Recognise and locate the seven continents, and oceans of the world.</p> <p>Locate and identify on a map / atlas / globe the Artic and Antarctic circle, and the Sahara Desert.</p> <p>Name and locate on a map/atlas, the countries</p>	<p>Locate the world's countries using maps, concentrating on the environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate: countries in Western Europe, and Cambridgeshire</p>	<p>Locate the world's countries using maps, concentrating on the environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate: countries in Europe, and Cambridgeshire and its bordering</p>	<p>Understand the difference between a continent and a country and describe key features of a continent, e.g. key countries, time zones, physical features, population, wealth and ethnicity.</p> <p>Locate and identify well known</p>	<p>Understand the difference between a continent and a country and describe key features of a continent, e.g. key countries, time zones, physical features, population, wealth and ethnicity.</p>

			<p>within the UK, London, and the surrounding seas, and describe some of their characteristics.</p>	<p>and its bordering counties in the UK.</p> <p>Identify the position of the Equator, the Northern and Southern Hemispheres</p>	<p>counties in the UK.</p> <p>Begin to identify the position and significance of latitude, longitude, the Topics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere</p>	<p>physical features in the UK/Europe e.g. mountain ranges, seas and rivers.</p> <p>Identify the position and begin to identify the significance of latitude, longitude, the Topics of Cancer and Capricorn, the Equator, the northern and southern hemisphere, the Greenwich meridian and time zones.</p>	<p>Locate and identify well known physical features in the UK/Europe e.g. mountain ranges, seas and rivers.</p> <p>Identify the position and significance of latitude, longitude, the Topics of Cancer and Capricorn, the Equator, the northern and southern hemisphere, the Greenwich meridian and time zones.</p>
<p><b>Place Knowledge</b></p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Know some similarities and differences between the</p>	<p>Begin to 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.</p>	<p>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.</p>	<p>Compares two capital cities considering land use, economic activity and distribution of natural resources.</p> <p>Begin to understand how physical and human processes can change the features of places and how these changes affect the lives and activities</p>	<p>Compares two capital cities considering land use, economic activity and distribution of natural resources.</p> <p>Understand how physical and human processes can change the features of places and how these changes affect the lives and activities</p>	<p>Investigates both local and more distant places, analysing sources to make detailed comparisons considering land use, economic activity and distribution of natural resources.</p> <p>Begin to understand geographical similarities and differences</p>	<p>Investigates both local and more distant places, analysing sources to make detailed comparisons considering land use, economic activity and distribution of natural resources.</p> <p>Understand geographical similarities and differences through the study</p>

	<p>natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>			<p>of people living there.</p>	<p>of people living there.</p>	<p>through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Begin to describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there.</p>	<p>of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there.</p>
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