

Brough Primary School – Progression in Geography Skills KS1



Information given is for each of the phases, the different geography skills.

| Phase 1 EYFS | | Phase 2 Years 1/2 | | Key Vocabulary | |
|--|--|------------------------------------|--|---|---|
| Understand- ing the World People, culture and communities | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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. | <u>Locational knowledge</u> | <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>UK Weather-</u> locate the 4 countries and capital cities of the UK.</p> <p><u>Compare Brough, Greenland and India-</u> name and locate the world's seven continents and locate UK and Brough.</p> <p><u>Brough-</u> name and locate the United Kingdom, England, East Yorkshire and Brough and the North Sea and Humber Estuary.</p> <p><u>Brantingham, Brough and Hull-</u> name and locate the United Kingdom, England, East Yorkshire, Hull, Brough and Brantingham and the North Sea and Humber Estuary.</p> <p>Also locational knowledge sessions throughout the year</p> <p>Cycle A- Focus on 4 countries of UK, 4 capital cities, main islands, and seas around the UK</p> <p>Cycle B- Focus on recap of 4 countries of UK, 4 capital cities, main cities, major rivers, main islands and seas around the UK.</p> | United Kingdom England Northern Ireland Scotland Wales London Belfast Edinburgh Cardiff Hull Brough Hull East Yorkshire | |
| The natural World | Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their | <u>Place Knowledge</u> | <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. <p><u>Compare Brough, Greenland and India-</u> name and locate Greenland, UK and India.</p> <p>Locate Brough, Mumbai and Qaanaaq.</p> <p>Compare weather, animals and landscape.</p> | <i>City</i> <i>Town</i> <i>Village</i> <i>Factory</i> <i>Farm</i> <i>House</i> <i>Office</i> <i>Port</i> <i>Harbour</i> | <i>Coast</i> <i>Forest</i> <i>Hill</i> <i>Mountain</i> <i>Sea</i> <i>Ocean</i> <i>River</i> <i>Soil</i> <i>Valley</i> |

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| | experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | <i>shop Beach Cliff</i> | <i>Vegetation Season</i> |
| | | <u>Human and Physical Geography</u> | <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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>UK Weather</u> -what are the four seasons? What are the weather patterns for the UK? <u>Compare Brough, Greenland and India-</u> Compare the weather from UK with a small area of the 2 non-European countries. Look at the key physical features of UK compared to Greenland/India. <u>The UK Nations-</u> focus on the physical features of the UK nations, compare them. <u>Brough-</u> look at the key human and physical features of Brough.</p> | <i>as above</i> | |
| | | <u>Geographical Skills and fieldwork</u> | <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 | <i>Compass points North South East West Right left</i> | |

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| | | <ul style="list-style-type: none"> - 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. <p><u>Brough-</u> Use maps, globes and aerial images. Do a walk around Brough then create a map of Brough. <u>Compare Brough, Greenland and India-</u>Use maps, globes and aerial images. <u>Compare Brough, Greenland and India-</u> Use maps, globes and aerial images. Do a walk around Brough and Brantingham then create a map, including a 3D map. Use simple compass directions and locational and directional language. Describe the location of features and routes on a map. <u>The UK Nations-</u> Use maps, globes and aerial images. Use simple compass directions and locational and directional language.</p> | Map Atlas globe |
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| Year Group | Focus countries |
|------------|------------------------------------|
| Y1/2 | UK, Greenland and India |
| Y3/4 | UK, Italy and Scandinavia |
| Y5/6 | North and South America and Egypt. |