



The aims of the National Curriculum in respect of Geography is as follows:

The national curriculum for geography aims to ensure that all pupils:

- *Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.*
- *Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.*
- *Are competent in the geographical skills needed to:*
 - *collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes*
 - *interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)*
 - *communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.*

Our vision at Brockenhurst C of E Primary School:

We hope to ignite the children’s curiosity and fascination of Geography, allowing them to deepen their understanding of the world outside of Brockenhurst.

We focus on the key areas of: World Knowledge, Understanding, Geographical Enquiry, Map Knowledge and Map Work, providing the children with the key skills for future learning.

We will use our local area to enhance our fieldwork and enquiry skills. We follow an enquiry approach to allow children to develop the skills necessary to become Geographers.

Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
World Knowledge		Have used maps and images to have basic locational knowledge about	Have simple locational knowledge about individual places and	Have begun to make simple links with world locational knowledge,	Have begun to develop a framework of world locational	Have begun to make connections from patterns of knowledge	Have a more detailed and extensive framework of knowledge of the world, including



		individual places and environments, especially in the local area, but also in the UK and wider world.	environments, especially in the local area, but also in the UK and wider world.	including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	of the world, including globally significant physical and human features.	globally significant physical and human features and places in the news.
Understanding		Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They begin to compare places, and understand simple reasons	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.	Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing. They know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.



				for similarities and differences.	They become more adept at comparing places, and understand some reasons for similarities and differences.	change. They show simple understanding of the links between places, people and environments.	
Geographical Enquiry		Be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos	Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news. Identify place relevant human and physical features, counties, countries, capitals, seas	Be able to investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and simply explain their opinions, and recognise why others may have different points of view.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.



				<p>both now and over time.</p>			
<p>Map Knowledge</p>		<p>Identify the 4 countries, capitals, surrounding seas, own school and county (Hampshire) both now and over time</p>	<p>Identify the 7 continents and 5 oceans. Identify contrasting non-European place. Identify places of relevance and in the news.</p>	<p>Draw a map of a short route from knowledge and journeys Use OS symbols in a key Interpret symbols on a map Describe features and routes on a map. Give and follow directions and routes on a detailed map.</p>	<p>Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news. Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time.</p>	<p>Identify 7 continents, 5 oceans and their human and physical features. Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news. Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time</p>	<p>Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and human and physical features. Identify places of relevance and in the news. Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time.</p>



<p>Map Work</p>		<p>Draw a simple map from imagination, stories or knowledge Create and use symbols in a key</p>	<p>Interpret simple symbols on a map. Describe features and routes on a map. Give and follow directions and routes on a simple map.</p>	<p>Draw a map of a short route from knowledge and journeys Use OS symbols in a key Interpret symbols on a map Describe features and routes on a map. Give and follow directions and routes on a detailed map.</p>	<p>Draw a map of a short route from knowledge and journeys Use OS symbols in a key Interpret symbols on a map Describe features and routes on a map. Give and follow directions and routes on a detailed map.</p>	<p>Draw maps with detail and accuracy. Use OS symbols in a key Interpret symbols and numbers on a map. Describe features and routes on a map and compare to photos Give and follow directions and routes on a detailed map, e.g. OS Use a scale to measure distances.</p>	<p>Draw maps with detail and accuracy. Use OS symbols in a key Interpret symbols and numbers on a map. Describe features and routes on a map and compare to photos Give and follow directions and routes on a detailed map, e.g. OS. Use a scale to measure distances.</p>
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