



Non-negotiable Progression of KSU in Geography at Buckshaw Primary School

At Buckshaw Primary School our aim is to provide high-quality Geography lessons, which inspire children’s curiosity and interests in the world around us. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth’s human and physical forms and processes. Geography, by nature, is an investigative subject. Through our Quality First Teaching, and use of rich resources such as ‘Digimaps’, we intend to provoke thought and enquiry, which encourage children to discover answers to their own questions. Through exploring the local area, including our school Wildlife Garden and Astley Park, we inspire pupils to gain a greater understanding and knowledge of the world.

We are committed to ensuring children understand the value and importance of Geography in the wider community, and can use their geographical skills, knowledge, and experiences to involve themselves in a variety of different contexts.

End of EYFS	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	National Curriculum
To plot their journey from home to school on a story map	Name and locate the world’s the seven continents and five oceans. Create a jigsaw for the Reception children, which highlights the above.	Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. Travel guide about the UK and it’s countries/capitals.	Name and locate counties and cities of the UK and 5 regions. England/North West/Lancashire Non-Chronological report about a region of the UK. North West	Locate the world’s countries, using maps to focus on European countries, and major cities. Spain, Portugal, France. Weather report style film about famous landmarks to visit around Europe.	Locate the world’s countries, using maps to focus on South America, countries, and major cities. Create part of a world map with a focus on South America, pinpointing predominantly Spanish speaking cities. Linked to MFL	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. TV guide for a major sporting event, informing people around the world when it will be aired live.	Locational knowledge CL 30-50 months Beginning to understand ‘why’ and ‘how’ questions. ELG Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions KS1 To name and locate the world’s seven continents and five oceans. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas KS2

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							<p>To locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features land-use patterns; and understand how some of these aspects have changed over time</p> <p>To 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</p>
<p>PSED</p> <p>Locate features of Astley Village. Take bear on a journey and discuss what we can find local to school.</p>	<p>Begin to ask geographical questions. To interview each other using the questions.</p> <p>What is it like to live in Chorley?</p> <p>Are there any rivers? Mountains?</p> <p>How do you travel to another area?</p>	<p>Begin to understand geographical similarities and differences through studying the human and physical geography of Chorley and Lancashire.</p> <p>Create a Chorley exhibition to share with parents.</p>	<p>Contrast geographical similarities and differences through the study of human and physical geography of Lancashire and London.</p> <p>An ICT presentation comparing the similarities and differences of 2 contrasting areas of the UK.</p>	<p>Understand similarities and differences between a region of UK and Spain.</p> <p>A class debate about the UK and Spain looking at the pros and cons of each.</p>	<p>Locate Brazil, South America compared to England, UK using maps, globes and atlases, and concentrate on significant physical features.</p> <p>3D Art project focusing on the significant physical features.</p>	<p>Locate countries in Europe using maps, globes and atlases, and concentrate on significant human and physical features.</p> <p>Create a 3D map of Europe using technology which highlights significant human/physical features.</p>	<p>Place knowledge</p> <p>30-50 months</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>ELG</p> <p>They are confident to speak in a familiar group, will talk about their ideas.</p> <p>KS1</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and</p>

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	<p>What are the buildings like?</p> <p>Are there any parks?</p>						<p>of a small area in a contrasting non-European country.</p> <p>KS2</p> <p>To 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 within North or South America.</p>
<p>KUW</p> <p>Talking tubs about the changes that they see around them. What happens to the trees in Winter? Where do the flowers come from?</p>	<p>Recognise how places have become the way they are.</p> <p>A reflection piece of writing titled - Would you rather be a meerkat or a penguin?</p> <p>Hot and Cold areas of the world.</p>	<p>Recognise how places have developed and changed, making comparisons to other places in the world.</p> <p>A presentation comparing what makes the seaside special? Past and present.</p>	<p>Understand how the physical features have changed over time.</p> <p>A weather presentation of extreme weather and its effects using music, drama and video clips What makes the Earth angry? Looking at Volcanoes</p>	<p>Begin to understand and describe key aspects of land use and settlements.</p> <p>Create a photo story about why the Thames is so important to London? Rivers</p>	<p>Begin to understand and describe key aspects of economic activity including trade links.</p> <p>Present a documentary of 'a day in the rainforest.'</p> <p>Looking at the trade.</p> <p>Marine traffic</p>	<p>Begin to understand and describe key aspects of distribution of natural resources including energy, food, minerals and water supply.</p> <p>A presentation with the outlines of the water cycle, with the question Will you ever see the water you drink again?</p>	<p>Human and physical geography</p> <p>30-50 months</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>ELG</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <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. - describe and understand key aspects of:

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							<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.
<p>KUW 30-50 months Talks about why things happen and how things work.</p> <p>ELG They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Barnaby bear goes on holiday. What would he need to take to Blackpool? What would he need to take on an aeroplane?</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>A weather forecast about where the leaves go in Winter?</p>	<p>Use fieldwork to observe and present the human features in the local area using digital technologies.</p> <p>How could Dora the Explorer use Chorley in one of her adventures.</p>	<p>Use fieldwork to observe, measure, and present the human and physical features in the local area using a range of methods, including sketch maps, plans.</p> <p>Plan a bus tour of Chorley taking into account some of the key features.</p>	<p>Use fieldwork to observe, and present the human and physical features in the local area using digital technologies.</p> <p>A documentary about Why Chorley is a cool place to live.</p>	<p>Use fieldwork to observe, record and present the human and physical features in the local area using sketch maps, plans.</p> <p>To create orienteering lessons for the school to follow of Chorley.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using plans, and digital technologies</p> <p>Microclimate - suitable sites for wind turbines near school.</p>	<p><u>Geographical skills and fieldwork</u></p> <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 Geography – key stages 1 and 2. - 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. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their

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							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.
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