



Inspiring children to be resilient and aspirational learners, within a positive and considerate community

Geography Curriculum Progression of Skills and Knowledge EYFS to Year 6

Overview

At Brunshaw our curriculum follows the National Curriculum, ensuring that all students develop a secure foundation in **Locational knowledge**, **place knowledge**, **human and physical geography** and **geographical skills and fieldwork**. A strong emphasis on **sustainability** is threaded throughout, fostering environmental awareness and responsibility.

This documents demonstrates how knowledge and skills progress systematically from EYFS through to Year 6, ensuring students are prepared for the challenges of the modern world with an understanding of their local, national, and global environments.

EYFS (Early Years Foundation Stage)

Key Knowledge and Skills:

- **Understanding the World:** Children begin to understand the world around them by drawing information from simple maps, recognising differences between their life and others, and exploring their natural environment.
- **Communication and Language:** Children develop basic positional language to communicate routes (e.g., to school).
- **Physical Development:** Pupils are encouraged to explore outdoor spaces and natural features through activities like hill walking.
- **Personal, Social and Emotional Development:** Discussions around favourite places and why certain places feel safe or comfortable, introducing early concepts of environmental responsibility.

Sustainability focus

- Early introduction to the importance of caring for the natural world around them (e.g., keeping local parks clean, protecting plants and animals).

Examples:

- **Topic:** Exploring their immediate environment and talking about green spaces, the natural world, and how they can care for their surroundings.
- **Activity:** Building simple "rock families" or designing improvements for their playground, incorporating sustainable ideas like planting flowers.

Year 1

Key Knowledge and Skills:

- **Locational Knowledge:** Understanding the local environment, the school, and town. Pupils begin to use basic locational language (e.g., near, far) and can identify features in their immediate surroundings.
- **Place Knowledge:** Comparing familiar environments, such as school and home.
- **Human and Physical Geography:** Introduction to key physical features (e.g., beach, sea, forest) and human features (e.g., town, shop). Learning about daily weather patterns and the four seasons.
- **Geographical Skills:** Observational skills are developed through first-hand experience of the school and local environment. Pupils use simple maps and basic symbols to understand places.



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Sustainability Focus:

- Introducing the concept of caring for their local environment, such as keeping spaces clean and planting trees.

Examples:

- **Unit 1:** Exploring the school environment, creating simple maps, learning to navigate spaces.
 - **Unit 2:** Daily weather patterns and seasonal changes, understanding how weather affects plants and people.
 - **Unit 3:** Introduction to maps and the world, identifying continents and oceans, and caring for natural resources.
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Year 2

Key Knowledge and Skills:

- **Locational Knowledge:** Further development in naming and locating the countries of the UK, its capital cities, and surrounding seas. Introduction to global geography, naming the seven continents and five oceans.
- **Place Knowledge:** Understanding geographical similarities and differences between a small area of the UK and a contrasting non-European locality.
- **Human and Physical Geography:** Identify hot and cold areas of the world (poles and Equator). Begin to understand how weather patterns and seasons differ across the world.
- **Geographical Skills:** Developing simple fieldwork skills by observing and recording human and physical features in the local area and contrasting them with distant places.

Sustainability Focus:

- Understanding how human actions, like recycling and reducing waste, affect the local and global environment.

Examples:

- **Unit 1:** Comparing a small area of the UK with a non-European locality, such as a village in Africa.
 - **Unit 2:** Investigating human impact through recycling and waste reduction.
 - **Unit 3:** Expanding weather and climate knowledge, linking to the impact of climate change.
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Year 3

Key Knowledge and Skills:

- **Locational Knowledge:** Introduction to European and North/South American geography. Pupils locate major countries, cities, and physical features.
- **Place Knowledge:** Studying similarities and differences in physical geography (e.g., rivers, mountains) between regions in the UK and a European country.
- **Human and Physical Geography:** Understanding key aspects of rivers and the water cycle. Learning about different types of land use (e.g., farming, urban).
- **Geographical Skills:** Pupils start to use maps, globes, and atlases, progressing to four-figure grid references. Basic fieldwork skills are extended with an emphasis on rivers and water use.

Sustainability Focus:

- Exploring how rivers are vital for humans and ecosystems, understanding pollution, conservation, and sustainable water use.

Examples:



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- **Unit 1:** Study of rivers, the water cycle, and the importance of clean water.
 - **Unit 2:** Land use and sustainable farming practices, investigating the local landscape.
 - **Unit 3:** Introduction to global energy use, learning about renewable energy and its benefits.
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Year 4

Key Knowledge and Skills:

- **Locational Knowledge:** Deepening understanding of European geography, focusing on the environmental regions of different countries.
- **Place Knowledge:** Further study of similarities and differences between physical and human geography in different regions of the UK and Europe.
- **Human and Physical Geography:** Focus on coastal environments, biomes, climate zones, and the relationship between climate and ecosystems.
- **Geographical Skills:** Pupils use more complex maps and develop skills in using the eight points of a compass and symbols. Fieldwork focuses on studying local landforms like coasts and cliffs.

Sustainability Focus:

- Exploring sustainable coastal management and understanding how ecosystems, such as rainforests, are impacted by human activities.

Examples:

- **Unit 1:** Coastal environments and sustainable methods of coastal defense.
 - **Unit 2:** The rainforest biome, biodiversity, and deforestation.
 - **Unit 3:** Introduction to global trade, Fair Trade, and how trade can support sustainable development.
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Year 5

Key Knowledge and Skills:

- **Locational Knowledge:** Pupils locate key countries in North and South America and understand their environmental regions and physical features (e.g., Andes, Amazon).
- **Place Knowledge:** Studying the geography of different biomes, with comparisons between temperate and tropical environments.
- **Human and Physical Geography:** A deeper understanding of natural disasters, including the formation of earthquakes and volcanoes, and the impact of these events on human settlements.
- **Geographical Skills:** Pupils use six-figure grid references and more advanced maps. Fieldwork now includes detailed observations, measuring, and recording of human and physical features.

Sustainability Focus:

- Studying how communities respond to natural disasters sustainably, including building practices and conservation efforts in high-risk areas.

Examples:

- **Unit 1:** Earthquakes and volcanoes, and how sustainable engineering can help communities prepare.
 - **Unit 2:** Biomes and ecosystems, understanding climate change impacts.
 - **Unit 3:** Sustainable cities and urbanization, exploring eco-friendly urban planning.
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Year 6



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Key Knowledge and Skills:

- **Locational Knowledge:** Deepening global locational knowledge with an emphasis on key physical features and human settlements in North and South America.
- **Place Knowledge:** Comparing regions in the UK, Europe, and the Americas, with a focus on the impacts of climate, environmental regions, and human activities.
- **Human and Physical Geography:** A thorough study of climate change, migration, and global trade systems. Understanding the links between human activity and physical geography.
- **Geographical Skills:** Advanced use of maps, digital mapping, and fieldwork, applying knowledge in local and global contexts to address real-world challenges.

Sustainability Focus:

- Emphasizing global challenges such as climate change, pollution, and the importance of sustainable living for future generations.

Examples:

- **Unit 1:** Climate change, its causes, and the global responses to mitigate its effects.
- **Unit 2:** Migration and how climate change drives migration patterns.
- **Unit 3:** Sustainable futures, with a project-based approach that encourages students to create solutions for local and global environmental issues.

Sustainability Throughout the Curriculum

Across all year groups, sustainability is a central theme. Students are taught to consider the impact of human activities on the environment and how they can contribute to protecting natural resources. By Year 6, pupils will have a strong understanding of how local actions can have global effects and will have gained the skills to think critically about solutions to environmental challenges.

Conclusion

This progression of knowledge and skills across EYFS to Year 6 demonstrates how students develop a comprehensive understanding of geography, from their local environment to the global stage. By embedding sustainability throughout the curriculum, we aim to foster a generation of responsible and informed citizens who can positively impact their world.