

Progression of skills, knowledge and concepts within the Geography Curriculum



Curriculum Intent for Geography

Through our Geography Curriculum, we intend to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments. As pupils progress in their knowledge about the world, we will encourage them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Our curriculum intent for Geography is for all pupils to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics
- be 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 and aerial photographs
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing
- understand the processes that give rise to key physical and human geographical features of the world

Implementation

Every KS2 child will get:

- 152 hours topic (Art, History, Geography, D and T) (4 topic sessions per week)

Every KS1 child will get:

- 95 hours topic (Art, History, Geography, D and T) (3 topic sessions per week → Year 2)
- 19 hours geography (1 hour per week for 3 half terms → Year 1)

Every child in EYFS will get:

- This will be through their continuous provision which is not quantified but happens on a weekly basis in their setting and discussions.

•Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:

Questioning, predicting and interpreting

Pattern seeking

Practical experiences

Collaborative work

Role-play and discussions

Problem-solving activities

Classifying and grouping

Researching using secondary sources

Evaluation

The subject leader will monitor planning in the subject and ensure that key skills and knowledge are progressively covered through the school.

A work scrutiny will be carried out and the relevant members of staff will be informed of the findings from the work scrutiny.

Planning for Progression

Geography in Early Years

In EYFS the children learn about their immediate locality so they learn about places around our school and grounds. They learn about familiar features such as houses, farms and shops building on their everyday experiences. They will encounter distant places through topics and stories. The children observe and discuss the weather regularly during EYFS, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold. The children also learn about the different jobs which people do in our community.

30-50 months	40-60 months	Early Learning Goal
• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment.	• To look closely at similarities, differences, patterns and change.	People and Communities • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions. The World • To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
What Geography looks like in Foundation: Floor book, sticky notes, areas within the unit, characteristics of learning. Circle time- - Discuss where we live. Discuss our local village, town and city -Discuss journey to school -Discuss different places the children have been on holiday -Comparing and contrasting different places- beach, town or country -Weather -World map- where our families live Activities/ resources: -Animal/ farm/ train small world play, adults ask questions to extend learning such as 'Where in the world do you think this is?' 'Which animals would live in a habitat like this?' -People small world play, adults provide resources to extend learning such as paper to draw maps of town / city, labels to make road signs, paper to record routes. -Mud kitchen -Local walk, draw your route to school -Bee bots- routes/ maps		Questions to ask: Where do you live? What is in Lady Bay? Where have you been to visit friends and family? Have you been abroad? Where have you been? Have you been on holiday in the UK? Do you have any family members that live in a different country? How is school different to your home? What can you see on your way to school? How does the weather affect us and animals e.g. winter? What is the weather like today?



Planning for Progression

	KS1		LKS2		UKS2	
	Y1	Y2	Y3	Y4	Y5	Y6
Locational knowledge	Name and locate the four countries and capital cities of the United Kingdom. Name and locate Europe and Africa, along with the North and South Atlantic Oceans.	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.	Locate the world's countries, using maps to focus on Europe, specifically those with a volcanic region (Italy e.g. Sicily) Name, locate and demonstrate understanding of the geographical regions of the Mediterranean and their key	Locate the world's countries, using maps to focus on <u>Russia and Italy (Rome)</u> in Europe, explaining the features of these countries, major cities and key physical and human characteristics. Name and locate cities of the United Kingdom, geographical	Recognise and locate the countries of <u>South America</u> on a map, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate cities of the United Kingdom, geographical regions and their	Recognise and locate the countries of <u>North America</u> on a map, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate cities where evidence of old civilizations can be observed.

			topographical features. Identify the position and significance of the <u>Equator</u>, <u>Northern Hemisphere</u>, <u>Southern Hemisphere</u>, <u>Arctic and Antarctic Circle</u>. Explain how the location of these features affect the weather in the Mediterranean countries studied.	regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers.) Recall those features learnt in Year 3. Identify and explain the position and significance of <u>latitude</u>, <u>longitude</u>.	identifying human and physical characteristics. (linked to the Civil War) Recall the position and significance of <u>latitude</u>, <u>longitude of the Tropics of Cancer and Capricorn</u>. Locate (observe and describe) the Rainforests of the world on a map and reach informed conclusions as to why they are in these areas, linked to the tropics.	Empathise with how the human and physical characteristics were key to old civilizations. Apply knowledge of key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Observe and describe the position and significance of <u>latitude and</u>
--	--	--	--	---	--	---

						<u>longitude in relation to the Prime/ Greenwich Meridian and time zones (including day and night)</u> Reach informed decisions about the location of these features and their affect on the world.
Place knowledge	Begin to compare and contrast the human and physical geography of two contrasting locations. UK and AFRICA (London and Kenya?)	Compare and contrast the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. <u>AUSTRALIA</u>	Compare and contrast the human and physical geography of a region of the United Kingdom and a variety of regions in the Mediterranean Explain differences between these	Compare and contrast the human and physical geography of a region of the United Kingdom and Russia and Italy. Explain differences these places with each	Empathise and make reasoned judgements regarding the human and physical geographical similarities and differences of a region of the United Kingdom and a	Empathise and make reasoned judgements regarding the human and physical geographical similarities and differences of a region of the United Kingdom and various regions

			places with each other.	other. Summarise the reasons for these differences.	region within <u>South America</u> .	within <u>North America</u> and <u>1 European region</u>
Human and physical geography	Identify seasonal and daily weather patterns in the United Kingdom and to know that some areas are hot and cold areas of the world. Describe weather patterns present in their own locality.	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. Describe weather patterns in their immediate locality and another locality.	Demonstrate understanding of key aspects of: 1)Physical geography, including: <u>mountains, volcanoes and earthquakes.</u> 2)Explain human geography, including: types of settlement, land use and economic activity in those places studied.	Demonstrate understanding of key aspects of: 1)Physical geography, including: <u>rivers, mountains and the water cycle.</u> (<u>specifically rivers of Russia and the River Trent</u>) 2)Explain human geography, including: trade links of economic	Demonstrate understanding of: 1)Physical geography, including: climate zones and vegetation belts. 2) Human geography, including: the distribution of natural resources including energy, food, minerals and water. (rainforests	Demonstrate understanding of: 1)Physical geography, including: biomes 2) Human geography, including: the water cycle and rivers in the UK, land use linked to these rivers and economic activities the benefit from these waterways.

	To recognise and identify key physical features, including: <u>beach, cliff, forest, hill, mountain, sea, river, soil, season and weather.</u> To identify and describe key human features, including: <u>city, town, village, factory, farm, house and shop.</u>	To identify, label and describe key physical features, including: <u>Recall all of those covered in Year 1 as a refresher. In addition, coast, ocean, valley and vegetation.</u> To identify, label and describe key human features, including: <u>Recall all of those covered in Year 1 as a refresher. In addition office, port and harbour.</u>	(locally and abroad)	activity in places studies (locally and abroad)	and deforestation) Apply knowledge and reasoned judgements of these issues linked to current issues worldwide. Give reasons for and against why these reasons are justifiable or not. Evaluate whether what is being done and whether more is needed.	Justify and apply knowledge of these issues linked to current issues worldwide. Give reasons for and against why these reasons are justifiable or not. Evaluate and critique what is being done and whether more is needed.
--	---	--	----------------------	---	---	--

Geographical skills and fieldwork	Recognise and select 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. Observe and describe aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise and describe a simple map; and use and construct basic symbols in a key. (Introduce Year 1 and consolidate Year 2)	• Recognise and use maps, atlases, globes and digital/computer mapping to locate countries, plot routes and describe areas. • Recognise the eight points of a compass, apply the four and six-figure grid references, describe symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Apply fieldwork skills 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 --> Linked to residential trips or local area studies specific to the year group topics. All of Key Stage 2 children should learn to use and apply these techniques to help them explain, reach conclusions, make informed judgements and evaluate the geographical enquiries that they are undertaking.
--	---	---

	To observe through simple fieldwork the geography of their school and its grounds and the key human and physical features of its surrounding environment. (Identify and recognise in Year 1 and recall and describe in Year 2)		Recall the 4 compass points to follow/give directions: -Demonstrate understanding of letter/no. co-ordinates to locate features on a map when in a specific place. <u>Orienteering</u>	Recall and apply the 4 compass points confidently when talking about a route: -Demonstrate understanding and explain the Use letter/no. co-ordinates to locate features on a map confidently when in a specific place. (Hathersage)	To explain the use of a compass rose and locate one on different geographical maps that are being studied or created.	To demonstrate understanding and apply the use the 8 compass points confidently and accurately; including 4 figure co-ordinates and 6/12 figure grid reference.
	Select and describe routes using locational and directional language [for example, near and far; left and right], to sequence	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near	Explain a map of a short route experienced, with specific features in order of when they were observed . Observe and describe a	Sequence and explain a map of a short route experienced, with specific features. (linked to their Hathersage locality study). Create and explain a	Draw and evaluate a variety of thematic maps based on their own data (rainforests of the world).	Draw and evaluate a variety of thematic maps based on their own data. (Biomes)

	directions describing key features of the location on a map. Select and observe a simple picture map to move around the school; Recognise that it is about a place. Speculate about the features that may be on the map.	and far; left and right], to describe the location of features and routes on a map. Follow a route on a map. Reason about the features on the map. Select and describe a plan view of a certain area of their immediate locality. -Select an infant atlas to locate places.	simple scale drawing. Speculate reasons for the scales in the drawing. Summarise the reason for scales on different maps	simple scale drawing. Summarise how the scale drawing can be differently scaled. Explain what these maps might look like.		
					Compare maps with aerial photographs of local areas to other types of maps. Justify the use of atlases to find out about particular features of places. (e.g. find wettest part of the world)	Follow and explain a short route on an OS map of somewhere familiar to them. Demonstrate understanding of features shown on OS map. Justify the use of atlases to find out about particular features of places. (e.g. biomes of the

						world, rivers of the uk)
	Select and use relative vocabulary (e.g. bigger/smaller, like/dislike) Categorise vocabulary appropriate to the context.	Compare, contrast and spatially match places (e.g. recognise UK on a small scale and larger scale map) Categorise vocabulary	Begin to match and compare boundaries of specific geographical places (E.g. find same boundary of a country on different scale maps.)		Demonstrate understanding that there are different scales shown on different maps. Explain why these differences in scales are necessary.	Apply and use a scale to measure distances (Internet mapping where a start and end point is put into the mapping programme.)

		appropriate to the context.			
--	--	--------------------------------	--	--	--