



Geography: Progression Mapped by Strand

Our School Vision

But those who hope in the Lord will renew their strength.
They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.
Isaiah 40:31

Rationale

- ✚ Promote high aspiration
- ✚ Promote opportunities for cultural capital
- ✚ Create a vocabulary-rich curriculum

Intent

We aim for a high quality Geography curriculum which inspires pupils with a curiosity and fascination about the world and its people. As a Church, rights respecting school, we want our students to be empathetic citizens who are instilled with a respect for their local and global environment and a sense of responsibility to care and protect it. Our curriculum is designed to create students who think and speak like geographers: by giving them the tools to be able to communicate their ideas and the skills to think geographically. We strive to empower students by giving them the ability to express well-balanced opinions, rooted in a firm knowledge and understanding of current issues in society and the environment. In order to broaden children's life experiences and aspirations, we provide carefully planned school trips and field-work which expose children to the unique geography and opportunities of their local area. Through our Geography curriculum we aim to:

- ✚ Encourage the children to understand the difference between people
- ✚ Raise awareness of environmental matters – climate and diversity
- ✚ Broaden children's horizons
- ✚ Deepen knowledge of our local area: how it has changed and what the opportunities are now

Implementation

The geography curriculum is structured so that it is progressive and builds on prior knowledge and skills year on year. Each unit is organised around driving enquiry questions which are aimed to provoke deep thinking and encourage active learning. Students revisit geographical skills and knowledge in order to embed and deepen their understanding.

Language development and understanding of key geographical vocabulary plays a key part in our curriculum design. Teachers identify key subject specific vocabulary for each unit and pre-teach this to students to help learners at all stages of language proficiency. Vocabulary is revisited throughout the unit to ensure children are confident with using key geographical terms.

Lessons are carefully planned to ensure that all children are well supported in their learning and are given opportunities for greater challenge. Children are given opportunities to take their interest and knowledge further through termly topic work homework given by teachers.

We give children the opportunity to build and apply their geographical knowledge and skills in a number of different ways: visually, orally through print and digital media. Regular writing opportunities are planned into the curriculum to enable children to practise skills and demonstrate their understanding of the content taught.

The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded into the curriculum design. School trips and fieldwork are carefully planned to give children first hand, practical experiences which enhance children's understanding of the world beyond their locality and open their eyes to the rich opportunities around them.

Impact

Children are able to discuss their learning from current and previous years and can make links between what they have studied. They are familiar with key geographical terms and vocabulary and can confidently use them in speech and writing. Students show an awareness of the skills needed to be a geographer and demonstrate progression in their ability to use these skills. They are able to talk with confidence and enthusiasm about what makes their local area unique. Students demonstrate an awareness of different local opportunities and discuss how this had made them reflect on their own future job and education aspirations.

Strength for Today, Bright Hope for Tomorrow

Key: **Geography units (6 weeks)**
Geography reinforced during history units

GEOGRAPHY IN YEAR 1

| | AUTUMN | SPRING | SUMMER |
|--|--|--------|--|
| <i>Locational knowledge</i> | Name and locate seven continents and five oceans (linked to History of Flight) | | |
| <i>Human and physical geography</i> | Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles (linked to History of Flight) | | Use basic geographical vocab: Human features – city, town, village, factory, farm, house, office, port, harbour and shop |
| <i>Geographical skills and fieldwork</i> | Use maps, atlases and globes to identify the continents and oceans studied at this key stage (linked to History of Flight) | | Geography local area BIG QUESTION Am I proud of my local area? <ul style="list-style-type: none"> • Devise a simple map and construct basic symbols in a key • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features • 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 simple locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map |

GEOGRAPHY IN YEAR 2 : Geography units (6 weeks)

| YEAR 2 | AUTUMN | SPRING | SUMMER |
|--|---|--------|--|
| <i>Locational knowledge</i> | Locational skills and mapping unit BIG QUESTION: <i>Where in the world is the UK?</i> Name, locate and identify characteristics of the UK's four countries and capitals and surrounding seas | | REVISE Name and locate seven continents and five oceans |
| <i>Place knowledge</i> | | | Comparative study (small area of UK to small area in a contrasting non-European country – coastal community) BIG QUESTION <i>Would I rather live here or there?</i> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country |
| <i>Human and physical geography</i> | Identify seasonal and daily weather patterns in the UK Use basic geographical vocab: Physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features – city, town, village, factory, farm, house, office, port, harbour and shop | | REVISE Use basic geographical vocab: Physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features – city, town, village, factory, farm, house, office, port, harbour and shop REVISE Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles |
| <i>Geographical skills and fieldwork</i> | <ul style="list-style-type: none"> Use maps, atlases and globes to identify the UK and its countries Use simple compass directions (North, South, East and West) | | Use maps, atlases and globes to identify the UK and its countries (REVISE) as well as the countries, continents and ocean studied at this key stage REVISE simple compass directions (North, South, East and West) |

GEOGRAPHY IN YEAR 3

Key: Geography units (6 weeks)

Geography reinforced during history units

| YEAR 3 | AUTUMN | SPRING | SUMMER |
|--|--|--|---|
| <i>Locational knowledge</i> | African countries Desert or Dry climate Linked to Egyptian history | North and South American countries Equator, Tropics of Cancer and Capricorn, Northern and Southern Hemisphere Tropical Climate | European countries |
| <i>Place knowledge</i> | | Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America South American study BIG QUESTION Who owns the Amazon river? *RIGHTS RESPECTING FOCUS | Understand geographical similarities and differences through the study of human and physical geography of a region in a European country European study Focus on Italy, Bologna BIG QUESTION Where does Bolognese come from? |
| <i>Human and physical geography</i> | | 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 | 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 |
| <i>Geographical skills and fieldwork</i> | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |

Key: Geography units (6 weeks)

Geography reinforced during history units

GEOGRAPHY IN YEAR 4

| YEAR 4 | AUTUMN | SPRING | SUMMER |
|-------------------------------------|---|--|---|
| <i>Locational knowledge</i> | European countries | <p>British counties linked to history: Anglo-Saxons</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p> | Asian and Middle Eastern countries linked to Islamic history unit |
| <i>Place knowledge</i> | | | |
| <i>Human and physical geography</i> | <p>Describe and understand key aspects of physical geography, including: mountains and volcanoes: Physical geography focus on Mountains, volcanoes and earthquakes –</p> <p>BIG QUESTION:</p> <p><i>What's more dangerous – a volcano or an earthquake?</i></p> <p>RGS planning</p> | | |

GEOGRAPHY IN YEAR 5 Geography units (6 weeks)

| YEAR 5 | AUTUMN | SPRING | SUMMER |
|-------------------------------------|--|--------|---|
| <i>Locational knowledge</i> | Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time | | Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time |
| <i>Place knowledge</i> | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK Local area study to include fieldwork (development of canals and railways and King's Cross) BIG QUESTION: <i>How has our local area changed over time?</i> | | |
| <i>Human and physical geography</i> | 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 | | Describe and understand key aspects of physical geography, including: rivers and the water cycle: Physical geography Rivers unit BIG QUESTION: <i>What's it like to live by a river?</i> https://www.rgs.org/schools/teaching-resources/rivers-(1)/ |
| <i>Map skills and fieldwork</i> | Use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of 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 | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 |

GEOGRAPHY IN YEAR 6 Geography units (6 weeks)

| | AUTUMN | SPRING | SUMMER |
|--|--------|--------|--|
| <i>Locational knowledge</i> | | | Prime/GMT and time zones (including day and night) REVISE Longitude and Latitude Equator, Tropics of Cancer and Capricorn, Northern and Southern Hemisphere, Arctic and Antarctic Circle, Prime/GMT and time zones (including day and night) |
| <i>Place knowledge</i> | | | |
| <i>Human and physical geography</i> | | | Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts Physical geography unit: Climate and biomes BIG QUESTION: What is it like to live in different climates and biomes? |
| <i>Geographical skills and fieldwork</i> | | | Use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world |

RESOURCES:

Oxford First atlas activity book – KS1

Oxford International Students' Atlas skills workbook + Oxford Skills Atlas for every child KS2