

Geography : Progression Mapped by Strand and Unit

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



Intent

Geography forms part of a broad curriculum that aims to educate pupils for 'Life in all its fullness' (John 10:10). Our curriculum is designed to inspire pupils' curiosity about the world. We aim to build their knowledge of physical and human geography through a variety of case studies and give them opportunities to explore the complex interactions between the two. The curriculum also focusses on developing pupils' disciplinary skills so that they can undertake research, interpret data and construct geographical responses to what they observe and discover.

As a Church of England School, we teach pupils that they are stewards of God's creation, with a responsibility to look after it. Our hope is that our teaching of this key Christian Concept, combined with a high quality geography curriculum, will encourage pupils to think all living things are significant and make considered choices regarding their impact on the environment. This is part of teaching pupils to 'Live Well Together' with other people and the planet.

Implementation

The Geography curriculum is planned by the Geography Leader in consultation with LST and the EYFS Leader. Detailed medium term plans are produced for teachers to work from. Class teachers are expected to make adaptations to these plans in order to meet the needs of their particular class, including those with SEND, EAL, other vulnerabilities or those that need extending. Adaptations should be recorded in handwritten notes on medium term plans to avoid unnecessary workload. (Teachers can type adaptations on the medium term plans should they wish too, but should never alter the Geography Leader's original plans.)

Geography in the EYFS

The Geography Leader/EYFS Leader planned the EYFS curriculum so that it addresses the requirements set out in Development Matters regarding pupils' Understanding of the World (UTW). The Geography Leader/EYFS Leader has skilfully chosen books, through which UTW objectives are introduced. For example, pupils are introduced to the Arctic, as a contrasting environment through a book about polar bears, called 'You're Snug with Me.' This approach provides an accessible gateway to understanding an unfamiliar and very different geographical setting that pupils cannot visit. UTW is also taught as a discrete subject once a week and pupils consolidate the knowledge and skills they have learnt in this lesson through continuous provision.

The role play area is often used to support pupils understanding of the world. For example, the unit 'All about Me' focuses on the flagship Waitrose store in the immediate local area. Pupils visit the store and then explore what they learn in the role play area that is set up as mini Waitrose store. Pupils' disciplinary skills are addressed through activities, such as programming a Beebot to move in a specific direction towards Grandma's house in the story of Little Red Riding Hood.

Field trips begin in the EYFS. Pupils visit Hampstead Heath three times in the year to observe the changing seasons. They enjoy three related workshops linked to each seasons, during which pupils develop observational skills and start to understand why changes to the physical environment occur.

Geography in KS1 and KS2

Geography is taught as a discrete subject. Each year group has two geography units, which cover the substantive & disciplinary knowledge set out in the national curriculum. The curriculum is coherently planned and is organised to ensure that pupils gain sufficient knowledge and skills for future learning. Our KS1 curriculum starts by grounding pupils in their local area before moving on to developing pupils' knowledge of the home four nations and the British Isles. This is so they have a solid understanding of the area and country that they live in, which may be different from their country of birth. As the children move into KS2, they study a wider range of contrasting geographical areas that expand their knowledge of physical and human geography and allow them to make meaningful comparisons. They learn how the environment influences the way humans impact on the environment in turn.

Pupils study easily observable aspects of physical geography in KS1 e.g. weather before moving onto phenomena that they may only be able to encounter in the abstract e.g. volcanoes in Year 4. Where possible trips to museums are used to bring this learning to life e.g. the earthquake simulator in The Natural History Museum is visited by Year 4.

Disciplinary knowledge/geographical skills are taught through a series of units throughout KS1 & KS2, which move from learning to use globes, atlases and maps to locate countries to using an array of sources, including digital, to locate and describe the locations. Pupils learn to create their own increasingly complex maps.

Where possible the curriculum is enriched by trips and workshops that enhance pupils' understanding. For example, Year 6 visit the greenhouse4s at Kew Gardens to experience at first hand contrasting artificial biomes. This helps them to understand that different vegetation survives in different climates. Residential trips in upper KS2 also offer opportunities to experience both rural and coastal environments in Britain, often for the first time. Additionally, Year 5 pupils enjoy geocaching on an overnight field trip. These exciting experiences help consolidate pupils' understanding of the physical environment and gives them opportunities to use their disciplinary skills.

Impact

Impact is measured after each unit is taught. Teachers complete an assessment sheet detailing the names and percentages of pupils that have met the unit objectives. These are handed into the Geography Leader at the end of term, so that he/she can monitor progress. At the end of the academic year, teachers use the unit assessments to decide if pupils have met the expected standard at the end of the year. This judgement will be reported in pupils' end of year reports. All teachers submit their final assessment data to the subject leader in the summer term, so that they can measure the impact that the curriculum has had. The data includes information about the progress of vulnerable groups, so that leaders can respond to any concerning trends.

Teachers can report pupils at greater depth. A pupil is considered to have moved beyond the expected standard when they can synthesize various aspects of their substantive knowledge, personal experience and disciplinary in original or interesting ways. For example, where a pupil is able to suggest a way of investigating a geographical question or draws on a variety of sources or experiences to make links or contributes that move beyond what is expected.

All subject leaders have regular time to monitor teaching and learning, through a combination of learning walks, book monitoring and pupil voice sessions. To ensure that teachers' judgments are accurate, the Geography Leader will review books within the school and within the partnership of schools where possible.

Geography: Progression Mapped by Strand

<p><u>By the end of EYFS children should be able to:</u></p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ● Explore the natural world around them, making observations and drawing pictures of animals and plants ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class ● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
<p><u>By the end of KS1 children should be able to:</u></p>	<p><u>By the end of KS2 children should be able to:</u></p>
<p>General</p> <ul style="list-style-type: none"> ● Pupils should develop knowledge about the world, the United Kingdom and their locality. ● They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness 	<p>General</p> <ul style="list-style-type: none"> ● Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. ● They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<p>Locational Knowledge</p> <ul style="list-style-type: none"> ● 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 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● Name and locate counties and cities of the United Kingdom, 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 ● 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 (including day and night)
<p>Place knowledge</p> <ul style="list-style-type: none"> ● Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<p>Place knowledge</p> <ul style="list-style-type: none"> ● 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>Human and physical geography</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: <ul style="list-style-type: none"> ▪ 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 	<p>Human and physical geography</p> <ul style="list-style-type: none"> ● Describe and understand key aspects of: <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>Geographical skills and fieldwork</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 3 ● 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. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● 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 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.

Geography Progression Map

Year	Term	Main focus	Unit	Attainment targets	Outcomes
R	Autumn	Locational Knowledge	All About Me	<p>To be able to talk about their own home and street</p> <p>To observe their immediate environment (school grounds and building)</p> <p>To locate the school within the local area</p> <p>To be able to talk about how they get to school and what they see on the way</p> <p>To be able to talk about where we were born and use maps and globes to support</p> <p>To be able to look at photos, simple maps, and visit local places (Waitrose and Danish Gardens)</p> <p>To begin to use words that help children to express opinions e.g. busy, quiet, crowded etc.</p>	Activities within Continuous Provision
	Spring		Weather - comparing environments	<p>To identify locations on a map and recognise some environments that are different to the one in which they live e.g. Antarctica.</p> <p>To use technology to make observations or find information about different locations and places.</p> <p>To notice similarities and differences between different places.</p> <p>To ask questions about their immediate environment and other places which are familiar to them.</p> <p>To describe features of different places.</p>	Activities within Continuous Provision
	Summer		Journeys - Mapping	<p>To draw information from and understand the function of a simple map and identify landmarks of our local area walk.</p> <p>To compare different types of maps, noticing similarities and differences</p> <p>To complete a simple BeeBot program using a grid map or carpet squares.</p> <p>To create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>To use photos and pictures to locate places and place on a simple map.</p> <p>To program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</p>	Activities within Continuous Provision

Year	Term	Main focus	Unit	Attainment targets	Outcomes
1	Autumn	Locational Knowledge	Local Studies: Our School and Local Area	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>To give and follow directions and instructions</p> <p>To plan a route around the school</p> <p>To study the key human and physical features of the school's surrounding environment</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>To interpret and construct simple pictograms, tally charts and simple tables.</p> <p>To investigate the traffic passing the school</p> <p>To use resources to find out historical and geographical information about our school</p> <p>To plan for a futuristic school</p>	<p>Create routes using appropriate symbols, single words, arrows</p> <p>Plan and write routes for someone to follow</p> <p>Use resources to find out geographical and historical information about the school</p> <p>Conduct a travel school survey and record</p> <p>Traffic investigation</p> <p>Plan a futuristic school</p>
	Spring	Geographical Skills	Mini topic building skills in Geography	<p>To use world maps, and atlases to identify the United Kingdom and its countries</p> <p>To name, locate and identify the four countries of the United Kingdom</p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>To describe the position of specific features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	To develop mapping skills

Year	Term	Main focus	Unit	Attainment targets	Outcomes
2	Autumn	Locational Knowledge	We are Britain: Four Nations	<p>To learn about London, the Capital City of the UK</p> <p>To make models based on famous London buildings</p>	Use maps, atlases and globes to identify the UK and its countries.

				<p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features.</p> <p>Use world maps, atlases and globes to identify the UK and its countries.</p> <p>To find out about the 4 nations which make up the UK - England, Scotland, Wales and Northern Ireland</p> <p>To conduct research and report research to peers</p> <p>To contribute to a class discussion, poster and presentation</p> <p>To acquire a broad general knowledge of traditions and customs</p> <p>To consolidate learning by participating in celebrations of customs and traditional activities</p> <p>To understand unique aspects of the UK's 4 nations to entice and persuade people to visit</p>	<p>To find out about the 4 nations which make up the UK - England, Scotland, Wales and Northern Ireland</p> <p>To create a presentation about the 4 nations to feedback to peers</p> <p>To participate in celebrations of customs and traditional activities - Celebrate 4 Nations</p>
Spring	Human and physical geography	Weather Experts	<p>To use geographical language and identify weather patterns in the UK.</p> <p>Locate the UK on a map</p> <p>Talk about daily weather patterns in the UK</p> <p>To identify and explore how the weather changes during each season.</p> <p>Make observations about the weather</p> <p>Discuss how this differs throughout different seasons.</p> <p>To know the characteristics of equatorial climates and how they affect living conditions</p> <p>Identify, explore, and find out facts about the Equatorial climate zone.</p> <p>To understand that if countries are close to the equator, they are likely to have hot climates</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To identify different extreme weather events around the world.</p> <p>Think about how different factors contribute to extreme weather e.g. climate zone, global warming etc.</p> <p>Identify and explore some extreme weather events that might happen in the rest of the world in different climate zones</p>	<p>Weather reports</p> <p>Fact file about equatorial climate zone</p> <p>Fact file about polar climate zone</p> <p>UK and South Africa comparison</p> <p>Extreme weather role play</p>	

Year	Term	Main focus	Unit	Attainment targets	Outcomes
3	Spring	Place Knowledge	Rainforests	<p>To locate the world's rainforests on a map and know their position in relation to the Equator and Tropics of Cancer and Capricorn</p> <p>To describe and understand key geographical features of a rainforest region such as climate, topography, major cities, and rivers</p> <p>To begin to describe key aspects of rainforest regions.</p> <p>Mark the locations of the continents, Equator and Tropics of Cancer and Capricorn on a world map</p> <p>Show the main tropical rainforest regions.</p> <p>To identify the layers in a rainforest and which plants grow where</p> <p>Develop an understanding of plants living in different layers of the rainforest</p> <p>Use resources to research animals living in the upper layers of the rainforest</p> <p>Describe ways in which these animals are adapted for life in this environment.</p> <p>To identify similarities and differences between my life and the life of a Kayapo child living in the Amazon rainforest.</p>	<p>Identify locations of the world's rainforest on a map</p> <p>Be able to explain where they are located and their key features.</p> <p>To carry out research about animals living in the upper and lower layers of the rainforest and present the information</p> <p>Write a comparative study between my life and the life of a Kayapo child living in the Amazon rainforest.</p>
	Summer	Place Knowledge	Modern Europe: Italy	<p>To identify and locate countries in Europe</p> <p>To share my existing knowledge and understanding about Europe</p> <p>To describe and locate mountain ranges and rivers in Europe.</p> <p>To research the mountain ranges and rivers of Europe.</p> <p>To learn the names and locations of some of the major European capital cities.</p> <p>Use atlases and digital maps to explore Europe's capital cities.</p> <p>To locate Italy's mountain ranges on a map and describe some geographical features of these regions</p> <p>To understand the difference between human and physical geographical features.</p> <p>To select and organise geographical and historical information</p> <p>Recall facts about the eruption of Mount Vesuvius in 79 CE</p> <p>To describe some key geographical features of a volcano and its surrounding area.</p> <p>Identify key geographical features of a volcano</p>	<p>Create a jigsaw map of Europe</p> <p>Research about Europe's mountains and rivers</p> <p>Use atlases to mark the name of European capital cities</p> <p>Sort information into both physical and human geographical features</p> <p>Identify pros and cons of living near a volcano</p>

				Identify reasons for and against living near a volcano.	
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Year	Term	Main focus	Unit	Attainment targets	Outcomes
4	Autumn	Human and Physical Geography	Earth Matters: Earthquakes and Volcanoes	<p>To describe and understand key aspects of earthquakes.</p> <p>Understand how tectonic plates move and what happens when they move.</p> <p>Identify the layers of the earth and how earthquakes occur.</p> <p>Consider the effects felt at the surface of the Earth when tectonic plates move.</p> <p>Understand what seismic waves are and what effect they have during an earthquake</p> <p>Understand how seismic waves are recorded and measured by making a seismograph.</p> <p>Gain an understanding of life in an earthquake zone</p> <p>Become familiar with precaution required when living in an earthquake zone.</p> <p>Understand how our surroundings might behave in an earthquake.</p> <p>To understand how volcanoes are formed and why they erupt.</p> <p>Identify and name the layers of the Earth.</p> <p>Explain the link between plate tectonics and the formation of volcanoes.</p> <p>To describe and understand key aspects of volcanoes.</p> <p>Understand where volcanoes are located in the world and use maps and atlases to locate countries.</p> <p>Recognise the different traits of volcanoes, including extinct and active volcanoes</p> <p>To understand the structure of a volcano</p>	<p>To experiment with tectonic plates to understand how they move</p> <p>Understand how seismic waves are recorded and measured by making a seismograph.</p> <p>Experiment making an earthquake proof structure using simple materials</p> <p>To make and label a play dough Earth</p> <p>To use maps to identify the locations of volcanoes.</p> <p>To understand the structure of a volcano by creating volcanic art</p>
	Spring	Geographical Skills	Mini topic building skills in Geography	<p>To explore, learn and use map symbols and keys</p> <p>To explore, learn and use four figure grid references.</p> <p>To explore, learn and use compass directions.</p> <p>L.I. To use grid references, compass directions and symbols to locate places on a map.</p> <p>Use a compass correctly</p> <p>Create a treasure map using compass directions, contours and symbols</p>	<p>To develop compass skills, use symbols and keys to build their knowledge of the UK and the wider world.</p>

				Describe direction, and human and physical features of a journey.	
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Year	Term	Main focus	Unit	Attainment targets	Outcomes
5	Spring	Human and Physical Geography	Earth Matters: Water cycle, rivers and coasts	<p>To Identify and define the features of the water cycle.</p> <p>To accurately use vocabulary associated with the water cycle.</p> <p>To recreate the water cycle in a simple experiment.</p> <p>To identify features of rivers and streams from source to sea.</p> <p>Identify the source of the River Thames, its route to the sea and its significant features.</p> <p>Use maps to track a river's course.</p> <p>To discuss the human impacts on floodplains.</p> <p>Understand the importance of flood management systems.</p> <p>Explore different ways to manage floods on rivers</p> <p>To name and describe key coastal features.</p> <p>Compile a glossary of key terms used to describe coastal physical features and how they are formed.</p> <p>Discuss the processes involved in forming a coastal feature.</p> <p>To explore the potential impacts of coastal erosion on people.</p> <p>Understand the decisions made about how and where to defend the coastline.</p> <p>Research different sea defences and discuss their use.</p>	<p>Water cycle experiment</p> <p>Draw annotated map of the river from source to sea.</p> <p>Write a persuasive speech regarding effective flood management systems</p> <p>Coastal features poster and glossary</p> <p>Research sea defence</p> <p>Trip to River Thames</p>
	Summer	Geographical Skills	Mini topic building skills in Geography	<p>To sketch maps and plans of the school and surroundings area</p> <p>Research and record detail of their school and its surroundings to maps</p> <p>Identify and categorise land use within their school and its surroundings</p> <p>To create a presentation showing local land use and the potential impact of a substantial commercial development.</p> <p>Research data on local land use</p> <p>Use digital technologies to highlight the physical and human features of their school and its surroundings</p>	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>

				Create a PPT presentation that show key features of their school and its surroundings and argues against a supermarket development	
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Year	Term	Main focus	Unit	Attainment targets	Outcomes
6	Spring	Geographical Skills	Mini topic building skills in Geography	<p>To use maps and atlases to describe physical and human features of an area</p> <p>Use maps, atlases and digital maps to locate counties in the UK</p> <p>Use symbols and keys to identify physical and human features on a map;</p> <p>Identify counties of the UK through their key physical & human features</p> <p>To use maps, atlases, and digital maps to find specific features and places</p> <p>Locate places around the world using maps, atlases, globes and digital mapping</p> <p>Identify and describe physical and human features on maps</p> <p>Use online mapping tools</p>	To use maps, atlases and digital maps to locate countries and features described.
	Summer	Human and Physical Geography	Earth Matters: Biomes	<p>To describe and understand climate zones and biomes.</p> <p>Use maps, atlases and globes to locate countries.</p> <p>Begin to learn about indigenous populations of different biomes and how climate affects their lives.</p> <p>To understand how biomes need the right conditions to generate growth – light, heat and food.</p> <p>To understand evaporation, condensation and precipitation (water cycle)</p> <p>Find out how different climate impacts vegetation.</p> <p>To identify how animals and plants are adapted to cope with life in their biome.</p> <p>Experience at first hand a natural/artificial biome and closely observe and the vegetation of the biome</p> <p>To understand the delicate interdependent nature of ecosystems and consider global environmental problems and solutions.</p> <p>Know about global environmental problems and solutions.</p> <p>To understand the features of our chosen biome by building a model of it.</p>	<p>Visit to an Ecosystem</p> <p>Create a model Eden project</p> <p>Create a biome in a bag</p> <p>Conduct and present research about various biomes</p>

				To understand that the threats faced by the various biomes of the world	
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