

Edward Peake CofE (VC) Middle School Humanities Department

Geography Progression Model

Year	<p>Intent The intention of the Geography curriculum is to provide opportunities for children to gain a confident understanding of where places are as well as the interdependence that can exist between places. They will gain a strong understanding of the human and physical world and have an appreciation of economic, environmental, political and social geographies; creating well rounded individuals ready for a modern world. Our main aims are to:</p> <ul style="list-style-type: none"> • Live: Ensure pupils develop observation and analytical skills and personal qualities for lifelong learning so that they can make an active contribution to society • Love: Broaden pupils' horizons by giving them opportunities to explore the wider world through study of places as well as educational visits • Learn: Develop independent geographers who are able to articulate their knowledge of the world using maps and other sources to achieve their best possible academic standards, whatever their starting point. 			<p>Implement <i>How we teach the curriculum? How are lessons organised? What resources are on hand? What activities/ experiences are used to promote independent learning and risk taking? How are staff supported?</i></p>	<p>Impact <i>How will this curriculum create successful, confident, independent learners? How are pupils prepared for the next stage of their education? How are their horizons broadened?</i></p>
Year 5	<p>What? Where in the world?</p> <p>Why? <i>Knowing where places are in the world is fundamental for Geography. This study will develop pupil confidence using an Atlas, as well as reinforce valuable skills such as latitude and longitude. It will also give children a deeper understanding of the seven continents by studying a sample of them and the countries which make up them as well.</i></p> <p>Why now? <i>This topic will refresh atlas, latitude and longitude, and map reading skills which are crucial for the study of Geography in middle school.</i></p>	<p>What? Where are our resources?</p> <p>Why? <i>They will recognise which products are most popular, understand global supply chains and gain a better understanding of how this directly affects their choices as a consumer. Pupils will also gain an understanding of the term food miles and the uneven distribution of resources globally.</i></p> <p>Why now? <i>Having learnt where places are, children will now get the chance to explore the global trade between places.</i></p>	<p>What? We are Biggleswade</p> <p>Why? <i>A settlement study, using Biggleswade as an example. Pupils will learn of the origins of settlements, but also the different types of settlement and features of a town or city. There is also an opportunity for children to gain fieldwork experience by going into Biggleswade itself.</i></p> <p>Why now? <i>This supports the history topic "How do families teach us history?" by looking at the geography of Biggleswade and how it has changed.</i></p>	<p><i>MTP's have clearly sequenced objectives - schemes to incorporate a balance of human and physical study over a 2 year period. MTP's give opportunities for a range of skills such as maps, atlases, data, GIS and written enquiry. Immersive learning is key, through fieldwork or gamification.</i></p> <p><i>Lessons follow a clear structure of reflection of previous learning at the start, learning question enquiry in the middle and a moment of reflection at the end.</i></p> <p><i>Formative assessments in lessons assess understanding throughout. Summative</i></p>	<p><i>Pupil engagement is high - through questioning and work.</i></p> <p><i>Children can, with confidence, form their own judgements/ views based on their observations and results.</i></p> <p><i>Pupils are prepared for the wider world armed with a knowledge of the human and physical features of places at different scales but also the connections they have with the places studied.</i></p>

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				<i>final task brings all learning together.</i>	
Year 6	What? This is the UK	What? Walking the Americas	What? Amazing Adaptations	<p><i>MTP's have clearly sequenced objectives - schemes to incorporate a balance of human and physical study over a 2 year period. MTP's give opportunities for a range of skills such as maps, atlases, data, GIS and written enquiry. Immersive learning is key, through fieldwork or gamification.</i></p> <p><i>Lessons follow a clear structure of reflection of previous learning at the start, learning question enquiry in the middle and a moment of reflection at the end.</i></p> <p><i>Formative assessments in lessons assess understanding throughout. Summative final task brings all learning together.</i></p>	<p><i>Pupil engagement is high - through questioning and work.</i></p> <p><i>Children can, with confidence, form their own judgements/ views based on their observations and results.</i></p> <p><i>Pupils will build on their existing knowledge of the world by having a strong appreciation of the diversity of places and their human and physical geography at different scales.</i></p>
	Why? <i>A study of the human and physical features of the UK. Pupils will be able to locate an array of physical features but also understand the social, economic and political set up of the nation too.</i>	Why? <i>A study of the changes in human and physical geography across the continents of North and South America; comparing these places with their existing knowledge of the U.K.</i>	Why? <i>They will learn about a range of biomes around the world. They will study the locations, explore the climates but also the fauna and flora which live there. There will also be fieldwork to experience out of classroom learning.</i>		
	Why now? <i>Building on existing knowledge of the structure of settlements such as Biggleswade this study explores the human and physical geography of the UK.</i>	Why now? <i>Having studied the human and physical features of the U.K. pupils will now undertake a comparative study with the Americas.</i>	Why now? <i>Having learnt where places are in the world and connections between them in their studies in Year 5, pupils will now gain an understanding of how plants and animals are adapting to different climates.</i>		
Year 7	What? Prisoners of Geography	What? Wild weather	What? Where is the money?	<i>MTP's have clearly sequenced objectives -</i>	<i>Pupil engagement is high - through questioning and</i>

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	<p>Why? Pupils will gain a deeper understanding of different places around the world, the human and physical features of these places but also the interactions which exist and the impact on development globally.</p>	<p>Why? Pupils will learn what causes different types of weather and will also gain an appreciation for the impacts of extreme weather such as hurricanes, with Hurricane Katrina as an example, and natural hazards caused by extreme weather.</p>	<p>Why? A study within the UK looking at economic activity, focussing on primary, secondary and tertiary industries, comparisons will also be drawn globally to determine a link between economics and development.</p>	<p>schemes to incorporate a balance of human and physical study over a 2 year period. MTP's give opportunities for a range of skills such as maps, atlases, data, GIS, written enquiry, process interactions and impacts, further develop locational knowledge and skills. Fieldwork will also widen pupils horizons.</p>	<p>work.</p> <p>Children can, with confidence, form their own judgements/ views based on their observations and results.</p> <p>Having established the diversity of places and their geography pupils will now be able to appreciate the impact human and physical geographies have on places at different scales.</p>
	<p>Why now?</p> <p>This topic introduces pupils to KS3 geography by revisiting some places previously studied at KS2 but with a focus now on the impact of human and physical features on development of places.</p>	<p>Why now?</p> <p>Having recognised how human and physical features influence development pupils focus will now be drawn to weather, a powerful physical force, and the impact it has on different places.</p>	<p>Why now?</p> <p>Having studied global trade at KS2, pupils will now discover how economic activity operates in the UK as well as forming comparisons globally to determine a link between economics and development.</p>	<p>Lessons follow a clear structure of reflection of previous learning at the start, learning question enquiry in the middle and a moment of reflection at the end.</p> <p>Formative assessments in lessons assess understanding throughout. Summative final task brings all learning together.</p>	
Year 8	What? Restless Earth	What? Changing China	What? Why are rivers important?	MTP's have clearly sequenced objectives -	Pupil engagement is high - through questioning and

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	<p>Why? They will understand what happens in plate tectonics and study the economic, social, environmental and political impacts of tectonic disasters such as Boxing Day Tsunami 2004 and the Hawaii volcano 2018.</p>	<p>Why? This study will introduce children to the human and physical geography of China, focussing on economic, social and environmental changes caused by China's economic development. It will also study China's partnership with countries around the world through trade and resource management.</p>	<p>Why? This study introduces pupils to how physical geography can shape the world we live in with a focus on the River Ivel and the impacts on human activity. This includes fieldwork task which will test hypotheses.</p>	<p>schemes to incorporate a balance of human and physical study over a 2 year period. MTP's give opportunities for a range of skills such as maps, atlases, data, GIS, written enquiry, process interactions and impacts, further develop locational knowledge and skills. Fieldwork will also widen pupils horizons.</p>	<p>work.</p> <p>Children can, with confidence, form their own judgements/ views based on their observations and results.</p> <p>Pupils will end their studies with an understanding of the different changes the world is experiencing, at different scales but also the impacts of these changes as well as the interconnections that exist between places.</p>
	<p>Why now? Having studied atmospheric processes, and the impacts on human activity, this study will give pupils an appreciation of how tectonic forces are also shaping the planet.</p>	<p>Why now? China is quickly becoming a super power; this is a chance to examine the impact of development and trade on China.</p>	<p>Why now? Britain is famous for its waterways, and this topic gives pupils a chance to explore the human and physical power these waterways have.</p>	<p>Lessons follow a clear structure of reflection of previous learning at the start, learning question enquiry in the middle and a moment of reflection at the end.</p> <p>Formative assessments in lessons assess understanding throughout. Summative final task brings all learning together.</p>	
Year 9	<p>What? Our Global Habitats</p>	<p>What? Who controls our resources?</p>	<p>What? What rights do we have?</p>	<p>MTP's have clearly sequenced objectives - schemes to incorporate a balance of human and physical study over a 2 year period. MTP's give opportunities for a range of skills such as maps, atlases, data, GIS, written enquiry, process interactions and impacts, further develop locational knowledge and skills.</p>	<p>Pupil engagement is high - through questioning and work.</p> <p>Children can, with confidence, form their own judgements/ views based on their observations and results.</p> <p>Pupils will end their studies with an appreciation of the</p>
	<p>Why? In this study pupils will investigate two contrasting habitats (Arctic and the Rainforest) with a particular focus on the impact of human activity on these places, as well as the measures taken to preserve these areas.</p>	<p>Why? This study will explore where our energy comes from, but also the geopolitical challenges and connections experienced. We will also investigate the range of alternative energy sources as our world steps away from oil.</p>	<p>Why? Our final study exploring the power of people focuses on human rights with a range of examples from fashion to global violations of rights, and the geopolitical response to such violations.</p>		

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	<p>Why now? Having studied the physical and human power of our planet previously, it is useful now to really explore the ways humans use and influence our natural habitats.</p>	<p>Why now? We have understood how humans influence natural habitats, so we will not investigate how humans demonstrate control over our natural resources and the challenges this presents.</p>	<p>Why now? Having established the different ways humans control the planet, we will finish our KS3 studies by exploring how humans use this power to control other people and the responses to such inequalities.</p>	<p><i>Fieldwork will also widen pupils horizons.</i></p> <p><i>Lessons follow a clear structure of reflection of previous learning at the start, learning question enquiry in the middle and a moment of reflection at the end.</i></p> <p><i>Formative assessments in lessons assess understanding throughout. Summative final task brings all learning together.</i></p>	<p><i>interconnection between places, but also the wider impacts of human activity on planet and society.</i></p>
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