

**Edward Peake CofE Middle School**  
**Geography Curriculum Skills Progression Map**

**Curriculum 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:

- **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, confident and successful learners who achieve the best possible academic standards, whatever their starting point.

There are four key concepts for geography threaded throughout pupils' four year journey at Edward Peake. These are: **space and scale, place and culture, human and physical, environment and sustainability.**

These concepts allow pupils to deepen their understanding of geography across a wide variety of topics.

<b>Curriculum Implementation: Skills and Knowledge</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Locational knowledge -</b>  <i>develop contextual knowledge of the location of globally significant places</i>	Pupils know how to locate places at local, national and global scales.	Pupils know how to locate a wider range of places and environments at different scales, as well as being able to describe the location of places.	Pupils, with confidence, know how to locate a range of cities and countries across the globe; as well as similarities and differences between places.	Pupils know how to confidently explain a location on a global scale as well as the interconnections that exist between places.	Deepen spatial awareness of places and use maps of the world to explain their knowledge of environmental regions, countries and cities.
	<b>Y5 Where in the curriculum this is taught:</b>  Where in the world?  We are Biggleswade	<b>Y6 Where in the curriculum this is taught:</b>  This is the UK  Walking the Americas	<b>Y7 Where in the curriculum this is taught:</b>  Prisoners of geography  Wild weather	<b>Y8 Where in the curriculum this is taught:</b>  Changing China	
<b>Place knowledge -</b>  <i>Understanding more about places, how they change and the</i>	Pupils know the meaning of human and physical geographies and be able to identify examples in a local context.	Pupils know what a number of places are like, how and why they are similar and different and why they are changing.	Pupils know the physical and human conditions that lead to the development of and change in geographical features, systems and	Pupils know how to explain the processes that lead to geographical change and the interdependence that exists between places around the	Distinguishing geographical, ecological, cultural or political characteristics that set it apart from other areas and may exist within one country or be

<i>interdependence between places.</i>			places.	world.	spread over several.
	<b>Y5 Where in the curriculum this is taught:</b>  We are Biggleswade	<b>Y6 Where in the curriculum this is taught:</b>  This is the UK  Walking the Americas	<b>Y7 Where in the curriculum this is taught:</b>  Prisoners of geography	<b>Y8 Where in the curriculum this is taught:</b>  Changing China	
<b>Human and Physical Geography -</b>  <i>Understand the processes that give rise to key physical and human geographical features of the world</i>	Pupils know the difference between human - man made features and physical - natural features.	Pupils know how to independently identify a range of human and physical features in different environments but also the processes that lead to their formation.	Pupils know how to begin to explain the impact human and physical features/ processes has on the world using social, economic, environmental and political themes.	Pupils know how to examine the relationships between human and physical processes globally, but also the connections between the two and how they influence social, economic, environmental and political geography.	Pupils know how to examine how humans and physical geography creates characteristics of places at different scales, and the impact these differences have on local and global populations and environments.
	<b>Y5 Where in the curriculum this is taught:</b>  Where are our resources?  We are Biggleswade	<b>Y6 Where in the curriculum this is taught:</b>  This is the UK  Walking the Americas  Amazing adaptations	<b>Y7 Where in the curriculum this is taught:</b>  Prisoners of geography  Wild weather  Where is the money?	<b>Y8 Where in the curriculum this is taught:</b>  Amazing landscapes  Restless Earth  Changing China	
<b>Geographical skills and fieldwork</b>  <i>Competence in skills such as map reading, data analysis, observation and communication.</i>	Pupils know how to investigate place and environments by asking and responding to geographical questions.  Can ask questions about a place and respond to questions about a place.	Pupils know how to complete investigations using a range of sources, maps, graphs and images.  Can identify places on a map.  Can read data using a graph.  Can pick out features from a photograph or image.	Pupils, with increasing independence, know which range of data they need to help investigate or interpret, make judgements and draw conclusions.  Can use data to answer a question.	Pupils know how to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate a geographical question, using a range of resources and data to complete.	Use fieldwork in <b>contrasting locations</b> to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
	<b>Y5 Where in the curriculum this is taught:</b>  Where in the world?	<b>Y6 Where in the curriculum this is taught:</b>  This is the UK	<b>Y7 Where in the curriculum this is taught:</b>  Prisoners of geography	<b>Y8 Where in the curriculum this is taught:</b>  Amazing adaptations - coasts	

	Where are our resources?  We are Biggleswade	Walking the Americas  Amazing adaptations	Wild weather  Where is the money? -Biggleswade fieldwork	fieldwork  Restless Earth  Changing China	
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**Curriculum Impact:**

*Year 5: 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. Pupils are also confident enough to ask questions about and use resources such as maps and atlases to discover more about places.*

*Year 6: Pupils know how to 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. They will also begin to explore how places can change and use different resources to complete an enquiry.*

*Year 7: Having established the diversity of places and their geography Pupils know how to now be able to appreciate the impact human and physical geographies have on places at different scales. They will be able to begin explaining reasons for change between places, as well as the formation of human and physical features. Pupils know how to also be able to use data confidently when completing enquiries.*

*Year 8: Pupils know how to 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. Pupils are able to lead their own enquiry, choosing questions and selecting resources to help them complete it independently.*

*Year 9 - Pupils know how to end their studies with an extended understanding of the contrasts that exist between places, being able to reference case study examples at a variety of scales to evaluate the impact human and physical geographies have on the global environment. Through thorough independent investigations of a range of places, Pupils know how to be able to use collected data to provide detailed written accounts of places studied and their interactions at different scales.*