

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

**Curriculum Intent:**

- Live: Ensure pupils develop observation and enquiry skills, resilience, cooperation and empathy 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 visits and studies to places and cultures.
- Learn: Develop independent, confident and successful learners who achieve the best possible academic standards, whatever their starting point.

Skills and Knowledge	Year 5	Year 6	Year 7	Year 8
Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.	<p>Know the location of some places around the world.</p> <p>They can locate places at local, national and global scales.</p>	<p>Know the location of a wider range of places and environments at different scales.</p> <p>They will be confident labelling continents, countries within continents, as well as being able to describe the location of places.</p>	<p>Have an extensive knowledge of a wide range of places at different scales.</p> <p>Can, with confidence, locate a range of cities and countries across the globe; as well as similarities and differences between places.</p>	<p>have a broader and deeper understanding of locational contexts, including a greater awareness of scale and the concept of global.</p> <p>Will confidently explain a location on a global scale as well as the interconnections that exist between places.</p>
	<p><b>Y5 Where in the curriculum this is taught:</b></p> <p>Where in the world?</p> <p>We are Biggleswade</p>	<p><b>Y6 Where in the curriculum this is taught:</b></p> <p>This is the UK</p> <p>Walking the Americas</p>	<p><b>Y7 Where in the curriculum this is taught:</b></p> <p>Prisoners of geography</p> <p>Wild weather</p>	<p><b>Y8 Where in the curriculum this is taught:</b></p> <p>Changing China</p>
Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time	<p>Investigating places beyond their immediate surroundings, including human and physical features and patterns.</p> <p>Can pick out man made and natural features and start to compare features and places.</p>	<p>Understand in detail what a number of places are like, how and why they are similar and different and why they are changing.</p> <p>Child can recognise a range of human and physical features of a place but is also beginning to explain social, economic, political and environmental aspects.</p>	<p>Understand the physical and human conditions that lead to the development of and change in geographical features, systems and places.</p> <p>Can begin to explain the impact of human activity on the environment, or vice versa. Begin to develop social, economic, environmental and</p>	<p>Gain a deeper understanding of the processes that lead to geographical change and the multivariate nature of human-physical relationships and interactions.</p> <p>Can examine the relationships between human and physical processes globally, but also the connections between the two and</p>

			political themes.	how they influence social, economic, environmental and political geography.
	<p><b>Y5 Where in the curriculum this is taught:</b></p> <p>Where are our resources?</p> <p>We are Biggleswade</p>	<p><b>Y6 Where in the curriculum this is taught:</b></p> <p>This is the UK</p> <p>Walking the Americas</p> <p>Amazing adaptations</p>	<p><b>Y7 Where in the curriculum this is taught:</b></p> <p>Prisoners of geography</p> <p>Wild weather</p> <p>Where is the money?</p>	<p><b>Y8 Where in the curriculum this is taught:</b></p> <p>Amazing landscapes</p> <p>Restless Earth</p> <p>Changing China</p>
<p>competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>communicate geographical information in a variety of ways, including through</li> </ul>	<p>investigate place and environments by asking and responding to geographical questions.</p> <p>Can ask questions about a place and respond to questions about a place.</p>	<p>Carry out investigations using a range of sources, maps, graphs and images.</p> <p>Can identify places on a map.</p> <p>Can read data using a graph.</p> <p>Can pick out features from a photograph or image.</p>	<p>With increasing independence choose a wide range of data to help investigate or interpret, make judgements and draw conclusions.</p> <p>Can use data to answer a question.</p>	<p>Plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate a geographical question.</p> <p>Will be able to develop their own questions (hypothesis) they wish to test.</p> <p>Will know which sources to select to complete their enquiry.</p> <p>Will be able to complete the enquiry questions using the data they have acquired.</p>
	<p><b>Y5 Where in the curriculum this is taught:</b></p> <p>We are Biggleswade</p>	<p><b>Y6 Where in the curriculum this is taught:</b></p> <p>This is the UK</p> <p>Walking the Americas</p> <p>Amazing adaptations</p>	<p><b>Y7 Where in the curriculum this is taught:</b></p> <p>Prisoners of geography</p> <p>Wild weather</p> <p>Where is the money? -Biggleswade fieldwork</p>	<p><b>Y8 Where in the curriculum this is taught:</b></p> <p>Amazing adaptations - coasts fieldwork</p> <p>Restless Earth</p> <p>Changing China</p>

maps, numerical and quantitative skills and writing at length.				
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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.*

*Year 6: 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.*

*Year 7: 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.*

*Year 8: 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.*