

Geography Progression Map

Government Guidance & Programme of Study

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments

Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Aims in the Geography curriculum

The national curriculum for geography aims to ensure that all pupils:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Progression in coverage of Geography

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach content indicated as being 'non-statutory'.

Key stage 1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Key Stage 2

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.

- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
 - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Skills Progression by Key Stage

Early Years and Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant early years outcomes for geography are taken from the following areas of learning: Understanding the World

Understanding the World		
30-50 Months	The World	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment.
40-60 Months	The World	To look closely at similarities, differences, patterns and change.
ELG	People & Communities	To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

Key Stage One & Key Stage Two

	<u>Y1&2</u>	<u>Y3&4</u>	<u>Y5&6</u>
	Marvellous Meercats	Wonderful Wolves	Excellent Eagles
Investigate places This concept involves understanding the geographical location of places and their physical and human features	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

	<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. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics 	<ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them</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 contrasting non-European country. 	<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 contrasting non-European country. 	<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 contrasting non-European country.
<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Skills Progression by Year/Class

	<u>Nursery</u>	<u>Reception</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
	Terrific Tigers		Marvellous Meercats		Wonderful Wolves		Excellent Eagles	
Geographical language	Need support from Gemma as to what needs to be included here.	Need support from Gemma as to what needs to be included here.	geographical language to describe feature or location e.g hill/local/a road/coastline/ wood	geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland	to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/ industry/transport	to describe route and direction linking N/S/E/W with degrees on the compass -link words to topic/theme e.g. contour/height/ valley	to describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland	·describe route, direction, location ·16 points on compass to degrees on compass ·link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary
Enquiry (builds on questions from previous years)			ask geographical questions e.g. what is it like to live in this place?	ask geographical questions e.g. what is it like to live in this place? ask geographical questions –where is this place? what is it like? How has it changed?	ask geographical questions: where is this location? What do you think about it?	ask questions –what is this landscape like? what will it be like in the future?	ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?	ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed?
			express own views about a place, people, environment	express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps	analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life	analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it
			recognise how places have become the way they are e.g. shops (patterns and processes)	recognise how places have become the way they are e.g. shops (patterns and processes)	identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling	identify and explain different views of people including themselves	identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject	identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views
			observe and record e.g. identify buildings on a street – memory maps	observe and record in different ways eg. sketches, diagrams, ICT	collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)	collect and record evidence: show questionnaire results in simple chart, colour coded maps which	collect and record evidence. conduct a land use survey categorise codes	collect and record evidence record measurement of river width/ depth/ velocity

						demonstrate patterns		
			communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams	communicate in different ways –pictures, writing, charts	communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper	communicate in ways appropriate to task and audience	communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new	communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school
Locality			Locality fieldwork	UK locality that contrasts with Holmfirth	weather, environment, environmental change, sustainability	e.g. water and the effects on the environment, settlement, environmental change, sustainability	e.g. water and effects on the environment, settlement, environmental change, sustainability	e.g. water and effects on the environment, settlement, environmental change, sustainability
Fieldwork: where, why? Use fieldwork techniques			use simple field sketches use a camera	use simple field sketches and diagrams, use a camera	use more detailed field sketches and diagrams	field sketches should show understanding of pattern/ movement/ change	field sketches should show understanding of pattern/ movement/ change	field sketches should show understanding of pattern/ movement/ change
Map & atlas work			make simple maps and plans explore maps of the local area	compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/draw information from a map	draw maps more accurately plan view (from above) use key accurately use contents/index to locate page quickly and accurately (ICT)	draw accurate map – develop more complex key use contents/index to locate position of location including page/coordinates	draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.	locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.

Time allocation

At Hade Edge J,I & N School we plan geography lessons on a 2 yearly cycle, due to having mixed age classes. However, teachers plan carefully to ensure that children are receiving the equivalent of at least 6 hour per term. Work is documented in different ways including: In work books, displays and blogs on the school website.