Progression in Geography – Sheering C. of E. Primary School

'Geography underpins a lifelong 'conversation' about the earth as the home of humankind.'
Geographical Association

INTENT

At Sheering Primary School our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people: developing children and their role as global citizens as well as inspiring them to become happy and lifelong learners.

Children investigate a range of places to help develop their knowledge and understanding of the Earth's physical and human processes, including the heritage within their local community, the wider area of Britain and other Countries across the World. We are committed to providing children with opportunities to investigate, be curious and enquire about their locality of Sheering so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We also aim to develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

Key Features and Expectations

Key Features:

- TTS World map with grid references displayed in every classroom
- Whole school Geography display board showcasing learning taking place in classes
- Relevant curriculum information linked to the map with meaningful references throughout the topic
- Different strands of geographical knowledge, locational and place, Human and Physical features, enquiry, map skills, field work skills
- Key vocabulary is highlighted and explicitly taught within the lesson
- Recapping of prior knowledge
- Pre and post learning tasks or enquiry questions
- Regular visits to local area to enhance and develop practical field work skills for all children
- KS1 participate in weekly Explorer sessions off site utilising the local area, transferring and applying skills learnt in class

Expectations:

- Geography is taught weekly in the Spring term
- A smaller unit of cross-curricular topic (maths) work is taught in the Summer term
- Field work skills are explicitly taught (atlases, compasses, digital maps, OS maps, globes)
- Each lesson has the long date and a learning question written or labelled in their books which is the focus of the lesson
- Learning is recorded in many different ways; topic book; photographic evidence (tapestry); use of art; digital technology; mathematical evidence
- Termly assessments identifying whether children have not met, met or exceeded the expected standard, this is then used to inform future planning

EYFS links:

Understanding of the World

Reception

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different to the one in which they live
- Understand the effect of changing seasons on the natural world around them

The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & 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

People, Culture and Communities ELG

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from, when appropriate, maps

National Curriculum	
KS1	**KS2**
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. Locational knowledge • 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 surrounding seas Place knowledge • 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 Human and physical geography • 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: 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 Geographical skills and fieldwork • 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	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. Pupils should be taught to: Locational knowledge • 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) Place knowledge • 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

• 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.	Human and physical geography • 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork • 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.

	By the end of KS1, children should be able to;	**By the end of Lower KS2, children should be able to;**	**By the end of Upper KS2, children should be able to;**

Geographical Knowledge: Locational; Place, Human and Physical	Name the four countries of the United Kingdom and identify some of their characteristics Name the capital cities of the countries in the UK Identify the main physical and human features in the locality Identify similarities and differences in the human and physical features of the locality and a small area in a contrasting non-European country Identify seasonal and daily weather patterns in the UK	Name the world's seven continents Name the five oceans Name the seas surrounding the UK Locate the capital cities of the countries in the UK and identify their characteristics Identify similarities and differences in the human and physical features of Braintree and coastal areas in the locality Identify seasonal and daily weather patterns in hot and cold areas of the world (in relation to the equator and North and South Poles)	Name some counties, cities and geographical regions of the UK Identify human and physical features, key topographical features (hills, mountains, coasts, lakes and rivers) and land use patterns of counties, cities and geographical regions of the UK and understand how some of these aspects have changed over time Describe and understand key aspects of hamlets, villages, towns and cities Identify similarities and differences between the physical and human features of a region in the UK	Name some countries, cities and environmental regions of a European country (including Russia) Identify the position and significance of: The Equator, Northern Hemisphere, Southern Hemisphere Identify human and physical features of some countries, environmental regions and major cities of Europe and understand how these have changed over time Identify similarities and differences between the physical and human features of some places in Europe Describe the physical features of volcanoes Describe and understand the physical features of earthquakes Describe and understand key aspects of the water cycle Describe the physical features of rivers	Name some countries, cities and environmental regions of South America Identify human and physical features of some countries, environmental regions and major cities of South America and understand how these have changed over time Identify the key physical features of some countries, environmental regions and major cities of South America Identify similarities and differences between the physical and human features of places in South America Describe and understand key aspects of biomes and climate zones Describe and understand key aspects of types of economic activity including trade links Describe and understand key aspects of the distribution of natural resources Understand how physical features of a location can affect human activity, trade/economy	Name some countries, cities and environmental regions of North America Identify the position and significance of latitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night) Identify human and physical features of some countries, environmental regions and major cities of North America and understand how these have changed over time Identify similarities and differences between the physical and human features of places in North America Describe the physical features of mountains
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Environment	Express own views on attractive and unattractive features of the environment of the places studied	Express own views on attractive and unattractive features of the environment of the places studied	Describe how people can both improve and damage the environment	Describe how people can both improve and damage the environment	Describe how a range of physical and human processes can change the environment Offer explanations for the ways in which human activities affect the environment and recognise that people attempt to manage/improve environments (an issue)	Describe how a range of physical and human processes can change the environment and the people living there Offer explanations for the ways in which human activities affect the environment and recognise that people attempt to manage/improve environments (an issue)

Enquiry	Recognise, describe and observe the human and physical features of a place Use simple geographical sources to recognise and describe features of places	Recognise, describe and observe the human and physical features of a place and make simple comparisons Use simple sources of information to recognise and describe features of places	Ask and respond to questions about places and the environment	Ask and respond to questions about places and the environment, making comparisons	Formulate questions to gather specific information and data Examine a range of sources and combine information to develop an understanding of key human and physical processes Identify and explain different views, coming to a conclusion	Formulate questions to gather specific information and data Examine, collect and combine information from a range of sources to develop an understanding of key human and physical processes Identify and explain different views, coming to a conclusion

	By the end of KS1, children should be able to;		**By the end of Lower KS2, children should be able to;**		**By the end of Upper KS2, children should be able to**	
	Year 1	**Year 2**	**Year 3**	Year 4	**Year 5**	**Year 6**
Map Skills	**Begin to use:** - Simple world atlas - Globe - Picture maps - Teacher-drawn base maps - Simple maps of UK - UK weather maps - World weather maps - Plans - Aerial photographs	**Use** - Simple world atlas - Globe - Picture maps - Teacher-drawn base maps - Simple maps of UK - UK weather maps - World weather maps - Plans - Aerial photographs	**Use:** - Globe - Aerial photographs **Begin to use:** - World atlas - Digital/computer maps - 'Climate' maps of world - 'Political' maps showing boundaries of countries and major cities - 'Physical maps' (showing physical features and high/low elevations) - 'Road' maps showing geographical features - Large-scale OS maps - Plan perspectives	**Use:** - Globe - Aerial photographs - World atlas - Digital/computer maps - 'Climate' maps of world - 'Political' maps showing boundaries of countries and major cities - 'Physical maps' (showing physical features and high/low elevations) - 'Road' maps showing geographical features - Large-scale OS maps - Plan perspectives	**Use:** - Globe - World atlas - 'Road' maps (showing roads and other geographical features) - Digital/computer maps Aerial photographs - Political' maps (showing boundaries of countries, states and major cities) - 'Political' maps of environmental regions (showing physical features and high/low elevations) **Begin to use:** - **Maps with 4-figure grid references and keys/symbols including OS maps** - Contour' (topographical) maps - 'Thematic' maps - Select a geographical source, e.g. a map for a specific purpose	**Use:** - World atlas - Globe - Digital/computer maps - 'Aerial photographs - Political' maps (showing boundaries of countries, states and major cities) - 'Road' maps (showing roads and other geographical features) - 'Physical' maps of environmental regions (showing physical features and high/low elevations) - 'Contour' (topographical) maps - 'Thematic' maps - Select a geographical source, e.g. a map for a specific purpose - **Maps with 6-figure grid references and keys/symbols**
	Locate: England, Scotland, Wales and Northern Ireland on a simple map of the UK	Locate: the world's seven continents; the five oceans, the seas surrounding the UK; capital cities of the UK; the places studied Begin to **spatially match** places: recognise **continents** on small-scale and larger-scale maps Use aerial photographs and plans to recognise landmarks and human and physical features	Locate counties, major cities, geographical/environmental regions and key topographical features (hills, mountains, coasts, lakes and rivers) of the UK and European country and describe features **Spatially match** countries using boundaries on small-scale and larger-scale maps	Locate counties, major cities, geographical/environmental regions and key topographical features (hills, mountains, coasts, lakes and rivers) of the UK and European country describe features **Spatially match** countries using boundaries -on small-scale and larger-scale maps	Locate countries, cities. physical and human features and environmental regions) of North/South America and describe features **Spatially match** places using boundaries e.g. recognise **variety of countries and cities on** small-scale and larger-scale maps	Locate countries, cities. physical and human features and environmental regions) of North/South America and describe features **Spatially match** places using boundaries e.g. recognise **variety of countries and cities on an increasing range of** maps of different scales

	Use **locational and directional language** e.g. near, far, left, right etc to describe the location, features and routes on a map/plan Begin to use **simple compass directions** (NSEW) to describe a location, features and routes on a map	Use **simple compass directions (NSEW)** to describe a location, features and routes on a map/plan	Begin to use **letter/number co-ordinates** to locate features on a map Use four **compass points (NSEW) to follow and give directions**	Use l**etter/number co-ordinates** to locate features on a map	Use the **8 compass points** to describe a location and geographical features Use **4-figure grid references** to locate features on a map	Use **6 figure grid references** to locate features on a map
	Recognise **class-agreed symbols** on a map/plan	Recognise **standard symbols** for human and physical features on a map/plan and **in a key**	Recognise some **common symbols** for human and physical features **on large-scale OS maps**	Recognise a range of **common symbols** for human and physical features on large-scale OS maps	Use **contour lines** to identify mountains and valleys **(steep [if close together] and shallow [if far apart])** Recognise an **increasing range of symbols including** - **water/river/mountain features on OS maps** - **tourist facilities/attractions** **Use contour lines to identify the height of mountains above sea level**	Use **contour lines** to identify mountains and valleys **(steep [if close together] and shallow [if far apart])** Recognise an **increasing range of symbols including** - **water/river/mountain features on OS maps** - **tourist facilities/attractions** **Use contour lines to identify the height of mountains above sea level** Use **scale to measure distances** on a map
	Make a simple map using teacher-drawn base map and class-agreed symbols for a key	Draw a simple sketch map using a basic key	Draw a simple sketch map using standard symbols to make a key	Draw a sketch map using standard symbols to make a key	Draw a variety of maps/plans	Draw a variety of maps/plans based on their own data

	By the end of KS1, children should be able to;		**By the end of Lower KS2, children should be able to;**		**By the end of Upper KS2, children should be able to**	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Fieldwork Skills	Make observations of a location and discuss and explain likes and dislikes Complete a simple survey with support Sketch simple human and physical features	Make observations of a location and discuss and explain likes and dislikes Complete a simple survey Sketch simple human and physical features and add labels Create a simple chart or table	Draw a simple sketch map from observation Complete questionnaires/ surveys to collect information Record collected data in charts e.g. tally, bar chart, pictogram Use digital technologies to record and present key human and physical features	Draw a sketch map from observation and annotate key features and physical processes Complete questionnaires/ surveys to collect information Record collected data in charts e.g. tally, bar chart, pictogram Use digital technologies to record and present key human and physical features	Select ways to gather information, data and opinions through: detailed sketches, observation, questionnaires and surveys Use digital technologies for a geographical investigation Use/interpret results to look for patterns	Select ways to gather information, data and opinions: detailed sketches, observation, questionnaires and surveys Use digital technologies for a geographical investigation Draw conclusions from collected data and spot patterns

	Autumn Term Cycle A	Autumn Term Cycle B	Spring Term Cycle A	Spring Term Cycle B	Summer Term Cycle A	Summer Term Cycle B
Durrington			UK and Kenya	UK and the Polar Regions	Local area- seaside	Local area- Sheering
Fitzwalter			UK and Spain (coasts and climate)	UK and Iceland (volcanoes and earthquakes)	Rivers and water cycle	Local area- fieldwork skills
Quickbury			Eco-warriors (South America, climate change, environment)	North America (Mountains and coasts)	Our world in the future	Journeys and trade