



*'Roots to Grow and Wings to Fly'*

Curriculum Progression  
Document

# Geography

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## Curriculum Intent

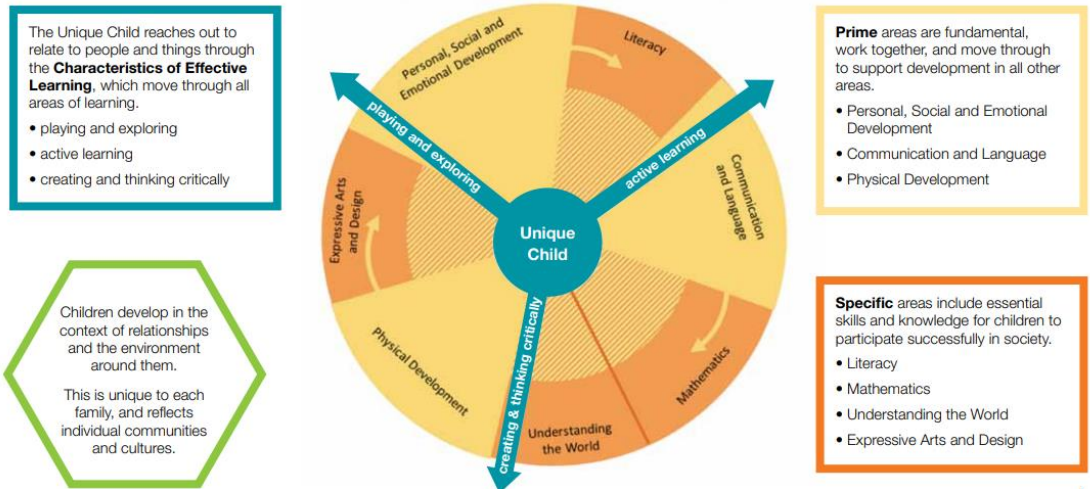
Intent - Our aim is for all children to have an understanding of the world in which they live, both their local area and the world beyond, and an appreciation of the natural world.

This vision is achieved by:

- A curriculum that promotes curiosity and a fascination of the world
- A curriculum which encourages children to become responsible, global citizens
- A curriculum which equips children with the skills to navigate and explore

# Geography in The Early Years Foundation Stage

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.



The following link to the teaching and learning of Geography in our EYFS:

## ELG: Understanding of the World: People and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

# Geography and the National Curriculum: Key Stage One

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. **Pupils should be taught to:**

## 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 its 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
- 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

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- 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.

# Geography and the National Curriculum: Key Stage Two

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

## 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.



# Whole School Programme of Study

Year C = 2022 - 2023

KS1 YEAR C (2022-23)	AUTUMN 1	SPRING 1	SUMMER 1
<b>THEME</b>	<b>Over the hills and far away</b>	<b>From Crewkerne to the rainforest</b>	<b>Reduce, Reuse, Recycle</b>
<b>KS1</b>	How wonderful is our country?  <b>(The UK)</b>	How is Crewkerne different from Brazil?  <b>(contrasting non-European locality)</b>	How do we recycle in Crewkerne? <b>(Field work)</b> <b>(My local Area)</b>
<b>KS2</b>	How are mountains formed?	What do we know about life in Brazil?	Is our planet sustainable? <b>(Field work)</b>

Year D = 2023 – 2024

KS1 YEAR D (2023-24)	AUTUMN 1	SPRING 1	SUMMER 1
<b>THEME</b>	<b>Maps and beyond</b>	<b>Feeling hot, hot, hot</b>	<b>Water, Water Everywhere</b>
<b>KS1</b>	What is around our school? <b>(Field Work) / (My local area)</b>	Where in the world is hot and cold?	Where are the worlds oceans, seas and rivers?
<b>KS2</b>	How to use maps to find out about the UK?	How does the climate affect life on earth?	Why are rivers important? <b>(Field work)</b>

Year A = 2024 – 2025

KS1 YEAR A (2024-25)	AUTUMN 1	SPRING 1	SUMMER 1
<b>THEME</b>	<b>Everyone Needs Good Neighbours</b>	<b>We Are United</b>	<b>Our extreme wild world</b>
<b>KS1</b>	Where in the world are we? <b>(Field Work)</b>	<i>Why is the world wonderful?</i>	Can we become meteorologists?
<b>KS2</b>	What do we know about our European neighbours?	Where can maps take us? <b>(Global) (Field work)</b>	Can the Earth shake rattle and roll?

Year B = 2025 – 2026

KS1 YEAR B (2025-26)	AUTUMN 1	SPRING 1	SUMMER 1
<b>THEME</b>	<b>Oh the places you'll go!</b>	<b>All At Sea</b>	<b>The Americas</b>
<b>KS1</b>	Where can maps take you?	What do we know about the seaside?	How is Crewkerne different to Mexico?
<b>KS2</b>	Why do people visit Somerset?	What do you know about our local coastline? <i>(Field work)</i>	What are the geographical similarities and differences between North and South America?

# Reasoning Behind our Geography Curriculum

STAGE	TOPIC	WE TEACH THIS BECAUSE ...	BUILD ON LEARNING ...	FUTURE LEARNING ...	LINKS TO ST BARTS SCHOOL LIFE ...
KS1	How wonderful is our country?	<p>This unit will teach about the countries of the UK developing learning beyond children's immediate environment and own locality to the UK in general.</p> <p>Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. This unit provides our children a greater insight into the UK and beyond.</p>	<p>EYFS: To know the name of the town the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know about features of my own immediate environment and how they might vary from another.</p>	<p>KS1: Where in the world are we? Where can maps take you?</p> <p>KS2: How to use maps to find out about the UK? Where can maps take us? Why do people visit Somerset?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope</p>
KS1	How is Crewkerne different from Brazil?	<p>This unit focuses on the geography of Brazil through focusing on the main human and physical features of the country, extending children's knowledge of the world.</p> <p>Children will learn about the geographical similarities and differences between Brazil and the United Kingdom.</p> <p>Children continue to build on their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information.</p>	<p>EYFS: To know that people in other countries may speak different languages</p> <p>To know about features of the world and Earth</p>	<p>KS1: How is Crewkerne different to Mexico? Where in the world is hot and cold?</p> <p>KS2: What do we know about life in Brazil? What are the geographical similarities and differences between North and South America?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope</p>

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<p><b>KS1</b></p>	<p>How do we recycle in Crewkerne?</p>	<ul style="list-style-type: none"> <li>This unit will focus on recycling in our local area, Crewkerne. To begin children will use google maps to locate their town and school. They will then explore What happens to my school's rubbish and What recycling provision is in my local area. Throughout the unit, children will understand geographical vocabulary such as 'rubbish', 'waste', 'landfills', 'gases' and recognise how waste affects our environment.</li> </ul>	<p>EYFS: To respect and care for the natural environments</p>	<p>KS2: Is our planet sustainable?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope / Trust / Aspiration / Courage</p>
<p><b>KS1</b></p>	<p>What is around our school?</p>	<p>This unit will teach about the world, starting with their immediate environment and building on the firm foundations from the Early Years Foundation Stage.</p> <p>Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.</p>	<p>EYFS: To know the name of the town the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know about features of my own immediate environment and how they might vary from another.</p>	<p>KS1: How wonderful is our country? Where in the world are we? Where can maps take you?</p> <p>KS2: How to use maps to find out about the UK? Where can maps take us? Why do people visit Somerset?</p>	<p><b>Christian Values:</b> Respect / Compassion</p>
<p><b>KS1</b></p>	<p>Where in the world is hot and cold?</p>	<p>This unit will teach our children about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and Crewkerne.</p> <p>Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world.</p> <p>Children will continue to build on their map skills developed using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.</p>	<p>EYFS: To know about different habitats</p> <p>To respect and care for the natural environments</p> <p>To know about features of the world and Earth</p>	<p>KS1: Can we become meteorologists?</p> <p>KS2: Can the Earth shake rattle and roll? How does the climate affect life on earth?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope / Trust / Aspiration / Courage</p>

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<p><b>KS1</b></p>	<p>Where are the worlds oceans, seas and rivers?</p>	<p>This unit will teach our children about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and Crewkerne.</p> <p>Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world.</p> <p>Children will continue to build on their map skills developed using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.</p>	<p>EYFS: To know about different habitats</p> <p>To respect and care for the natural environments</p> <p>To know about features of the world and Earth</p>	<p>KS1: What do we know about the seaside?</p> <p>KS2: What do you know about our local coastline?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope / Trust / Aspiration / Courage</p>
<p><b>KS1</b></p>	<p>Where in the world are we?</p>	<p>This unit will teach about the countries of the UK developing learning beyond children’s immediate environment and own locality to the UK in general.</p> <p>Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. This unit provides our children a greater insight into the UK and beyond.</p>	<p>EYFS: To know about different habitats</p> <p>To respect and care for the natural environments</p> <p>To know about features of the world and Earth</p>	<p>KS1: How wonderful is our country? Where can maps take you?</p> <p>KS2: How to use maps to find out about the UK? Where can maps take us? Why do people visit Somerset?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope / Trust / Aspiration / Courage</p>
<p><b>KS1</b></p>	<p><i>Why is the world wonderful?</i></p>	<p>This unit will teach our children about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and Crewkerne.</p> <p>Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world.</p> <p>Children will continue to build on their map skills developed using atlases, world maps and globes more widely, along with using aerial</p>	<p>EYFS: To know about different habitats</p> <p>To respect and care for the natural environments</p>	<p>KS1: How wonderful is our country? Where can maps take you?</p> <p>KS2:How to use maps to find out about the UK? Where can maps take us?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope</p>

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		photographs to recognise human and physical features including landmarks.	To know about features of the world and Earth	Why do people visit Somerset?	
<b>KS1</b>	Can we become meteorologists?	This unit will explore aspects of weather. Children will build knowledge of seasonal and daily weather patterns in the UK.  They will make simple weather measuring instruments and contribute to a class weather station and weather chart.	EYFS: To know about and recognise the signs of Autumn / Winter / Spring / Summer	KS1: Where in the world is hot and cold?  KS2: Can the Earth shake rattle and roll? How does the climate affect life on earth?	<b>Christian Values:</b> Respect / Compassion / Hope
<b>KS1</b>	Where can maps take you?	This unit will teach our children key map skills through a range of engaging geographical skill based activities.  Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes  . They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.	EYFS: To know that simple symbols are used to identify features on a map	KS1: Where in the world are we? How wonderful is our country?  KS2: How to use maps to find out about the UK? Where can maps take us? Why do people visit Somerset?	<b>Christian Values:</b> Respect / Compassion / Hope
<b>KS1</b>	What do we know about the seaside?	This unit will visit oceans, seas, continents and countries. Children will find out about different human and physical features of our seas and coasts. They will also learn about jobs and resources that are linked to the sea. They will carry out research in the classroom and a field trip to the beach (charmouth or lyme regis).	EYFS: To respect and care for the natural environments  To know about features of the world and Earth	KS1: Where are the worlds oceans, seas and rivers?  KS2: What do you know about our local coastline?	<b>Christian Values:</b> Respect / Compassion / Hope / Trust / Aspiration / Courage
<b>KS1</b>	How is Crewkerne different to Mexico?	This unit focuses on the geography of Mexico through focusing on the main human and physical features of the country, extending children's knowledge of the world.	EYFS: EYFS: To know that people in other	KS1: How is Crewkerne different from Brazil?	<b>Christian Values:</b> Respect / Compassion / Hope

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		<p>Children will learn about the geographical similarities and differences between Mexico and the United Kingdom.</p> <p>Children continue to build on their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information.</p>	<p>countries may speak different languages</p> <p>To know about features of the world and Earth</p>	<p>Where in the world is hot and cold?</p> <p>KS2: What do we know about life in Brazil? What are the geographical similarities and differences between North and South America?</p>	
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STAGE	TOPIC	WE TEACH THIS BECAUSE ...	BUILD ON LEARNING ...	FUTURE LEARNING ...	LINKS TO ST BARTS SCHOOL LIFE ...
KS2	How are mountains formed?	In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.	KS1: How wonderful is our country?	KS2: Can the Earth shake rattle and roll?	<i>Christian Values:</i> <i>Respect / Courage / Trust</i>
	What do we know about life in Brazil?	In this unit, children will learn where in the world is Brazil and what it is like to live in Rio de Janeiro. They will also compare the lives of children in Rio de Janeiro to the lives of children in the UK. Also, they will explore why is the Amazon rainforest so important for our planet and how is life in the Amazon rainforest under threat?	KS1: How is Crewkerne different from Brazil? How is Crewkerne different to Mexico?	KS2: What are the geographical similarities and differences between North and South America?	<i>Christian Values:</i> Respect / Compassion / Hope / Trust / Aspiration / Courage
	Is our planet sustainable? <i>(Field work)</i>	In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over	KS1: How do we recycle in Crewkerne?	KS2: How does the climate affect life on earth?	<i>Christian Values:</i> <i>Respect / Compassion / Hope / Trust /</i>

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		thousands of years. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes.			<i>Forgiveness / Courage</i>
How to use maps to find out about the UK?	Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.	KS1: How wonderful is our country? What is around our school? <i>Why is the world wonderful?</i>	KS2: Where can maps take us? Why do people visit Somerset?	<b>Christian Values:</b> Respect / Compassion / Hope / Trust	
How does the climate affect life on earth?	This unit allows children to take a closer look at where the countries of the world are located, and some of the way's geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.	KS1: Where in the world is hot and cold? Can we become meteorologists?	KS2: Can the Earth shake rattle and roll?	<b>Christian Values:</b> Respect / Compassion / Hope	
Why are rivers important? <b>(Field work)</b>	In this unit, the children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world.	KS1: Where are the worlds oceans, seas and rivers?	KS2: What do you know about our local coastline?	<b>Christian Values:</b> Respect / Compassion / Hope / Trust	
What do we know about our European neighbours?	This unit will teach children about where in the world is Europe. It will develop children's geographical skills through using maps to locate countries and capital cities in Europe. Through discussion and practical tasks, children will learn about the similarities and differences between London and Paris.  This unit is an important part of the geography curriculum to teach our children acceptance of others.	KS1: Where in the world are we?	KS2: Where can maps take us?	<b>Christian Values:</b> Respect / Compassion / Hope / Trust	



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	<p>Where can maps take us? (Global) <b>(Field work)</b></p>	<p>Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.</p>	<p>KS1: How to use maps to find out about the UK?</p>	<p>KS2: Why do people visit Somerset?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope / Trust / Aspiration / Courage</p>
	<p>Can the Earth shake rattle and roll?</p>	<p>This unit will teach children about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>	<p>KS1: Can we become meteorologists?</p>	<p>KS2: How are mountains formed?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope / Trust / Forgiveness / Courage</p>
	<p>Why do people visit Somerset?</p>	<p>In this unit, the children increase their local locational knowledge by studying why people visit Somerset? By looking at where Somerset is, where do people go when they visit, whether or not Somerset is family friendly and how we can encourage more people to visit, children's understanding of place will increase.</p>	<p>KS1: Where can maps take you?</p>	<p>KS2: How to use maps to find out about the UK?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope / Trust / Aspiration / Courage</p>
	<p>What do you know about our local coastline? <b>(Field work)</b></p>	<p>In this unit, the children will investigate coastlines and the animals and plants that live there. They will carry out research in the classroom and a field trip to the beach (charmouth or lyme regis).`</p>	<p>KS1:What do we know about the seaside? Where are the worlds oceans, seas and rivers?</p>	<p>KS2: Why are rivers important?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope / Trust</p>
	<p>What are the geographical similarities and differences between North and South America?</p>	<p>In this unit, the children will learn where in the world are the Americas and which countries are located in North and South America. They will also explore how the landscapes vary from the Andes mountains to the Atacama Desert. They will also explore why do the Americas have so many time zones?</p>	<p>KS1: How is Crewkerne different to Mexico? How is Crewkerne different from Brazil?</p>	<p>KS2: What do we know about life in Brazil?</p>	<p><b>Christian Values:</b> Respect / Compassion / Hope / Trust / Aspiration / Courage</p>

# Geography Vocabulary

## KS1 Geography Vocabulary

LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
World Continent Europe Africa Asia Australia North America South America Antarctica Oceans Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean United Kingdom + four countries of UK and capital cities Republic of Ireland British Isles Great Britain	location local national area point building landscape community  <i>significant</i> <i>global</i> <i>international</i> <i>locality</i> <i>European/non- European</i> <i>physical (feature)</i> <i>human (feature)</i> <i>similarity</i> <i>difference</i>	Human Features: (capital) city town village farm office factory port/harbour landmark terrace/detached/ semi-detached/flat airport university mine dam border  Physical Features: coast beach cliff forest	globe world map atlas aerial photo route plan <i>symbol</i> <i>key</i> grid grid reference digital map satellite photo zoom in/out highlight/label compass <i>direction/point</i> <i>North/South /East/West</i> near/far/further left/right high/higher

<p>North Sea Irish Sea English Channel North Pole South Pole Arctic Circle Antarctic Circle <i>Equator</i> <i>Northern Hemisphere</i> <i>Southern Hemisphere (Introduce – will be developed in KS2)</i></p> <p>Crewkerne Somerset Kithill Yeovil Taunton Misterton Merriott Chard</p> <p>China Beijing Africa Kenya Niarobi</p>		<p>mountain ocean weather (+ weather vocab) temperature season/seasonal + (names of seasons) desert valley vegetation island national park <i>poles</i> <i>Equator</i></p> <p>journey abroad</p>	<p>source patterns similarity/difference tally tables measure pictograms beyond</p>
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**LKS2/UKS2 Geographical Vocabulary**

LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
<p>Crewkerne</p> <p>UK Regions: North East, North West Yorkshire and the Humber West Midlands, East Midlands East Anglia, (Greater) London South East, South West</p> <p>Local counties/authorities Somerset South Somerset Dorset Cornwall Devon Bristol and Bath</p> <p>Authority Council borough</p> <p>Local Rivers: River Parrett / River Yeo</p>	<p>Region rural urban effect/impact compare contrast pattern effect impact physical geography human geography</p>	<p>county borough suburb settlement land use economic activity culture trade finance arable/pastoral/mixed farming waste pollution</p> <p>retail industry/industrial leisure tourism business motorway employment land border</p> <p>body of water tributary upper/middle/lower course erosion deposition</p>	<p>Ordnance Survey (map) size quantity scale bar charts four-figure grid references coordinates eight compass points primary and secondary data perspective purpose reliability evaluate contents/index (of atlas) contour lines scale-bars linear/non-linear evaluate cause and effect connection contrast trend</p>

<p>Other UK rivers: Severn, Thames, Trent Wye, Tay, Clyde, Spay Tweed, Bann</p> <p>World rivers: Nile, Amazon, Yangtze, Mississippi, Yenisei, Yellow, Volga</p> <p>N &amp; S Hemispheres</p> <p>Lines of latitude including the Equator and the Tropics of Cancer &amp; Capricorn</p>		<p>water cycle source mouth channel meander delta source mouth river bank river bed natural resources</p> <p>sedimentary/igneous/ metamorphic rock crust mantle core plate tectonic vent crater dormant extinct geothermal earthquake fault line epicentre landslide avalanche Richter Scale tsunami</p>	
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		<p>aftershock tremor volcano lava magma</p> <p>environment/environmental atmosphere</p> <p>climate (climate change)</p> <p>climate zones (polar, temperate tropical and desert, mountain and Mediterranean)</p> <p>biomes: rainforest, forest (deciduous and coniferous), grassland (savannah and temperate), desert (hot and polar), Mediterranean and tundra (Arctic and alpine)</p> <p>vegetation belt</p>	
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**LKS2/UKS2 Geographical Vocabulary**

LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
<p><u>North and South America</u>            Countries + major capital cities + other major cities (by population) + major rivers and mountains            Atacama Desert</p> <p><u>Brazil</u>            Brasilia            Rio De Janeiro            Sao Paolo + other major cities (by population), regions, rivers and mountains</p> <p><u>Mountains</u>            Highest peaks on each continent:            Mount Everest, Aconcagua, Denali, Kilimanjaro, Vinson, Mont Blanc, Elbrus, Puncak Jaya, Mount Kosciuszko</p> <p>+ UK mountain ranges + examples of fold, dome and fault-block mountains/mountain ranges</p> <p><u>UK coastal locations</u></p>	<p>locale            trend            representation            physical process            human process            activity</p> <p>bias            subjective/subjectivity            interconnection            interaction            dynamic</p>	<p>mountain range            lake  <i>summit</i></p> <p><i>sea level</i>            coastal erosion            erosion landform            depositional landform            longshore drift            weathering            cave/arch/stack/column/ stump            tide/tidal            coastal management            sea defences            sea wall            breakwater            tidal barrier            groynes            gabions            revetments</p> <p>rainforest            forest floor/understory            canopy/emergent layer            deforestation</p>	<p>thematic maps            area measuring tool            timetables            line graphs            six-figure grid references            perspective            purpose            significance            reliability            relevance            conclusions            trend</p>

<p>Aberystwyth , Bangor, Blackpool, Bournemouth, Bridlington, Brighton, Great Yarmouth, Llandudno, Morecambe, Newquay, Skegness, Whitley Bay</p> <p><u>Local Coastal Locations</u> Lyme Regis, West Bay, Charmouth, Weymouth, Seaton, Sidmouth</p>		<p>wildfire plains canyon</p> <p>population distribution population density fair/ethical trading energy production federation state municipality favela economy GDP</p> <p>Production/distribution consumption of natural resources import/export sustainability climate change demographic infrastructure renewable/non-renewable energy desertification globalisation</p>	
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# Progression in Geography

## KS1 Geography

Areas of study	<i>My local area</i> (home, school, Crewkerne, Somerset)	<i>The UK</i> (all four countries)	<i>A contrasting non-European locality</i> (Brazil, Mexico)
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	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Geographical Skills and Fieldwork	Use simple positional cues – gives directions around the room or a space	Talk about the main differences between a world map and a globe	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	To use the eight points of a compass to build their knowledge of the United Kingdom
	Describe and experiment with direction of movement  Add detail to a map of a familiar place – bedroom, classroom	Be able to follow a simple road map and recognise key landmarks, such as a church  Understand why it is important for • all streets to have a name, including post code	Locate the nearest town or city on map of the UK  Locate a number of cities on a map of the UK  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use maps to locate world countries and capitals Use a globe to gain a better understanding about countries' location (USA and Russia, for example)
	Discuss elements in photographs – weather, hot, cold, etc.	Take photographs of locally interesting geographical features	Make a model, using road strips and toy buildings that shows features in an area	Talk about the features in their local environment and compare it with another they know
	Label simple diagrams and pictures	Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.	To devise a simple map; and use and construct basic symbols in a key	Produce freehand map of a known place, e.g., • journey between home and school
	Make simple pictorial representations or chart of observations or information gathered  Use a camera to take still and moving photos	Observe and record information about the local area, i.e. types of shops, bus stops etc.	To use simple fieldwork and observational skills to study the key human and physical features my surrounding environment.	To use fieldwork to observe, measure, record and present the human and physical features in the local area

## ‘Roots to Grow and Wings to Fly’

	Use a magnifying glass	Talk about the features in the local environment	To research locations	To use a range of sources to collect information about a location
		To 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	To 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	Create a report after a fieldwork activity that focuses on geographical features observed
		To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop	To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop	Use systematic sampling and data collecting as part of fieldwork activity

	EYFS	Year 1	Year 2	Year 3
<b>Locational knowledge</b>	Look at simple maps and globes identifying land types and the sea	Understand that maps and the globe are used to locate key places around the world	Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth  Know and use the terminologies: left and right; below, next to	Understands that countries have defined borders and that each country has its own government or equivalent
<b>UK Locational knowledge</b>	To name areas of importance to the child	To name the four countries of the United Kingdom  To name the four capital cities of the United Kingdom	To name, locate and identify characteristics of the four countries of the United Kingdom  To name and locate the four capital cities of the United Kingdom	To name and locate counties of the United Kingdom
		To name the United Kingdom’s surrounding seas	To name and locate the United Kingdom’s surrounding seas	To identify human and physical characteristics of the United Kingdom in particular counties
		To identify seasonal and daily weather patterns in the United Kingdom	To identify seasonal and daily weather patterns in the United Kingdom	To know the difference between climate and weather
<b>Alternate Locational knowledge</b>	To identify differences between ourselves and others	To recognise that places contain physical/natural and human/made features	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country	To 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

## ‘Roots to Grow and Wings to Fly’

		To know the names of some countries of the world	To name and locate the world’s seven continents and five oceans	To name major world geographical features such as: The Nile, The Amazon Rainforest
		To use world maps, atlases and globes to identify countries	To use world maps, atlases and globes to identify countries, continents and oceans studied	To use a map to locate the world’s countries with a focus on Europe
		To talk about how the weather conditions in a place are similar or different	To compare weather 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	To identify latitude and longitude
				To describe and understand key aspects of human geography including: types of settlement and land use
				To describe and understand key aspects of physical geography including: volcanoes, rivers, mountains, earthquakes, flood plains

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<b>Place knowledge</b>	Describes where they live and the surrounding area – shops, roads, parks etc. Describes from photographs different environments around the world Uses comparative language to describe objects as near or far away	Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.	Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons	Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<b>Human and Physical Geography</b>	Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather	Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles Begin to appreciate the different weather patterns in the UK	Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people	Recognise how human geographical features change over time  Understand what is meant • by being environmentally friendly

KS2 GEOGRAPHY

	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Geographical Skills and Fieldwork	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	To use the eight points of a compass to build their knowledge of the United Kingdom	To use the eight points of a compass to build their knowledge of the United Kingdom and the wider world	To use four -figure grid references and keys to build their knowledge of the United Kingdom and the wider world	To use the eight points of a compass, four and six-figure grid references and keys to build their knowledge of the United Kingdom and the wider world
	Locate the nearest town or city on map of the UK Locate a number of cities on a map of the UK To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use maps to locate world countries and capitals  Use a globe to gain a better understanding about countries' location (USA and Russia, for example)	Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian  Distinguish between the Northern and Southern hemisphere on both a world map and a globe	Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	Make a model, using road strips and toy buildings that shows features in an area	Talk about the features in their local environment and compare it with another they know	Plan a journey within the UK, using a road map  Make a model to show part of the local area,	Use graphs to record features such as temperature or rainfall across the world  Use appropriate special language when giving directions	Be familiar with topographical maps and know about contours, etc
	To devise a simple map; and use and construct basic symbols in a key	Produce freehand map of a known place, e.g., * journey between home and school	To use the four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world	Recognise ordnance survey (OS) symbols and know what they stand for	To use Ordnance Survey maps to build my knowledge of the United Kingdom
	To use simple fieldwork and observational skills to study the key human and physical features my surrounding environment.	To use fieldwork to observe, measure, record and present the human and physical features in the local area	To use fieldwork to observe, measure, record and present the human and physical features in the local area	To 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.	To 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.
	To research locations	To use a range of sources to collect information about a location	To use a range of sources to collect information about a location	Recognise most of the symbols used on a UK road map, including status of roads	To present information about a location using information from a range of sources
	To 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	Create a report after a fieldwork activity that focuses on geographical features observed	To make predictions about a locality by studying its geographical location and features	Carry out tests over time, evaluate changes and consolidate their understanding	To show an awareness of some key geographical concepts such as: conflict, interdependence, change, inequality, sustainability, human impact, culture and diversity
	To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop	Use systematic sampling and data collecting as part of fieldwork activity	To answer questions about how two locations are similar or different	Add annotations, such as label and captions to freehand maps	To show an awareness of some key geographical concepts such as: conflict, interdependence, change, inequality, sustainability, human impact, culture and diversity

*'Roots to Grow and Wings to Fly'*

	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Locational knowledge</b>	Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth  Know and use the terminologies: left and right; below, next to	Understands that countries have defined borders and that each country has its own government or equivalent	Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.	Appreciate that most countries have capital cities from where their government operates but these can sometime change.	Appreciate how historically there have been changes to many countries across the world, including changes in names.
<b>UK Locational knowledge</b>	To name, locate and identify characteristics of the four countries of the United Kingdom To name and locate the four capital cities of the United Kingdom	To name and locate counties of the United Kingdom	To name and locate cities of the United Kingdom	To name and locate geographical regions of the United Kingdom.	To name and locate geographical regions of the United Kingdom and key topographical features (including hills, mountains, coasts and rivers)
	To name and locate the United Kingdom's surrounding seas	To identify human and physical characteristics of the United Kingdom in particular counties	To identify human and physical characteristics of the United Kingdom and land-use patterns	To begin to understand how the human and physical characteristics of the United Kingdom have changed over time	To understand how the human and physical characteristics of the United Kingdom have changed over time
	To identify seasonal and daily weather patterns in the United Kingdom	To know the difference between climate and weather	To be able to explain the UK climate and weather.	To understand what climate change is	To know that climate change can only be seen in patterns over time
<b>Alternate Locational knowledge</b>	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country	To 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	To 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	To 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	To 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
	To name and locate the world's seven continents and five oceans	To name major world geographical features such as: The Nile, The Amazon Rainforest	To name major world geographical features such as: The Sahara Desert, The Himalayas	To name major environments (biomes) and their importance to the world such as: The Great Barrier Reef, The Amazon Rainforest,	To name major environments (biomes) and their importance to the world such as: The African Savannah, The Arctic Tundra, The North American Taiga
	To use world maps, atlases and globes to identify countries, continents and oceans studied	To use a map to locate the world's countries with a focus on Europe	To use a map to locate the world's Cites with a focus on Europe	To use a map to locate the world's countries with a focus on Asia, North and South America	To use maps and atlases to locate countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	To compare weather 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	To identify latitude and longitude	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	To identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle
		To describe and understand key aspects of human geography including: types of settlement and land use	To describe and understand key aspects of human geography including: economic activity	To describe and understand key aspects of human geography including trade links,	To describe and understand key aspects of human geography including the distribution of natural resources (e.g. energy, food, minerals and water)
		To describe and understand key aspects of physical geography including: volcanoes, rivers, mountains, earthquakes, flood plains	To describe and understand key aspects of physical geography including: volcanoes, rivers, mountains, earthquakes, flood plains	To describe and understand key aspects of physical geography including: climate zones, biomes, vegetation belts and the water cycle	To describe and understand key aspects of physical geography including: climate zones, biomes, vegetation belts and the water cycle

*'Roots to Grow and Wings to Fly'*

	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Place knowledge</b>	Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons	Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places	Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.	Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.	Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with

	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Human and Physical Geography</b>	Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people	Recognise how human geographical features change over time Understand what is meant • by being environmentally friendly	Understand how ideal settlements may have changed over time Understand some of the arguments put forward in relation to green energy	Understand why their village/ town or city exists and what brought people to live there  Understand the issues associated with Fair Trade	Reflect on the key changes that have occurred in buildings, trade and population  Understand the consequence of ignoring climate change

## **What will Geography look like in the classroom?**

- \* Placing of the Geography being studied in the context of previous learning, using maps and starter activities.
- \* Lesson starter activity and low stakes quizzing – reviewing previous learning and consolidation of knowledge and skills through starter activities.
- \* Specify key vocabulary to be used and its meaning.
- \* Conduct geographical enquiry using a variety of sources and through carefully planned fieldwork visits in the local area.
- \* Research, investigation and interpretation of findings.
- \* Children will communicate their geographical knowledge and understanding appropriately.
- \* Children evaluate their learning and compare with other locations studied (as appropriate).
- \* Display maps, globes and other resources to support and enhance learning.
- \* Appropriately challenging texts will be available to develop wider understanding.

## **Strategies for teaching Geography**

When teaching Geography, we:

- Always explain what we want pupils to know, understand and be able to do as a result of their learning in Geography.
- Use geographical questions as topic titles to focus planning, learning and assessment.
- Use starters and plenaries to ensure students fully understand what the children are learning, how they learn and how well they are progressing.
- Vary the resources and activities to ensure each pupil can learn effectively for example:
- Give tasks appropriate to group ability.
- Give tasks of increasing difficulty aimed at more able and Gifted and Talented children.
- Offer support and adapted tasks for children with special educational needs.
- The children are offered opportunities to use maps, atlases, globes, statistics, reference books, pictures and aerial photographs.
- Classroom assistants to support individuals or groups.



## Reading in Geography

Reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in science through reading with the use of high-quality texts across a wide range of genres.

These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and subject-specific vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research, as well as interpret and present their findings.
- A respect for geographical evidence and the ability to make robust use of it to support their explanations and judgments.
- The ability to think, reflect, debate, discuss and evaluate processes (both human and physical).
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate geographical knowledge derived from a range of sources.

## Assessment

- \*We assess pupils as we observe them during lessons and when teachers mark their work.
- \*Geographical skills and learning can be enhanced through effective verbal and written questions.
- \* Staff use the rising stars progression framework to support assessment judgements.

## SEN

It is important for teachers to plan work in geography which facilitates high expectations, matches children's needs and helps them to make progress.

Teachers implement and develop strategies to support SEN pupils whilst supporting inclusion in geography. Teachers plan for appropriate pace and use a range of kinaesthetic /multi-sensory tools to promote enjoyment and progress.

Knowledge and skills can be developed in small steps through analogies, drama and practical activities. Paired and group work in history is widely used and can foster interpersonal and communication skills. Carefully matched work suited to the child's own needs and range of learning can promote confidence and stimulate an interest in future learning, leading to a better understanding of the world around them.

The geography subject leader monitors samples of children's work across the school and conducts regular work scrutinies (book looks). Furthermore, in KS2 their pupil voice is taken into consideration to help teachers to plan an effective and inspiring curriculum.

## **Monitoring and review**

Monitoring of the standards of work and the quality of teaching in Geography is the responsibility of the subject leader.

The work of the subject leader also includes supporting colleagues in the teaching of Geography, updating staff on current developments in the subject and providing lead and direction for the subject in the school.

Observations of teaching, planning and work scrutiny take place over the course of the year in order to maintain and continue to raise standards.

## **Fieldwork Visits**

Good Geography teaching requires opportunities to involve children in practical research and enquiry in all year groups.

At St Bartholomew's, this ranges from observational walks around school and in the locality to contrasting localities in the UK and Europe.

During fieldwork visits, children should be given the opportunity to practice skills introduced in the classroom, such as map reading using Ordnance Survey maps, using four and six-figure grid references and developing compass skills.