2023

Success in Geography



Subject audit

ST. MARY'S RC. PRIMARY SCHOOL

Successful learners

Date	1	2	3	4	5
Quality of Education					
Intent					
Does your subject reflect a coherent rationale for the school's broad and balanced curriculum?				X	
Is there a carefully sequenced progression of Geographical knowledge/concepts/skills to end of KS1/2				X	
Does your unique Geography curriculum meet your pupils' needs & meet N.C standards?				X	
Curriculum coverage allows all pupils to access content & make progress				X	
Clear identified targets are shown through the Curriculum Development plan				X	
Implementation					
Teachers can explain what children learn/why it's important in your subject's curriculum				X	
Subject leader's review / quality assure LTP and Unit Plans and check against in book looks to ensure implementation of intent				X	
Teachers understand what the depth of knowledge expected is at the end of every unit / year through knowledge organisers				X	
Subject leaders show knowledge and expertise to design, support and deliver the curriculum through the development of knowledge organisers and support given to teachers				X	
Book looks, working walls, pupil voice and school trips, show that your subjects' curriculum is implemented fully				X	
Teachers organize and sequence learning appropriately – shown in unit plans and LTPs				X	
There are opportunities for CPD support to upskill teachers in knowledge and skills for your subject			X		
Subject leaders, teachers and pupils are clear on how units are assessed and how progress is shown			X		
Differentiation is appropriate to enhance all pupils' capacity to access the full curriculum				X	
Use of the locality are maximized to provide firsthand experience within your subject.				X	
Pupils use appropriate resources for your subject to build knowledge and skills				X	
Clear understanding of what progression looks like in and across each year group – progression of vocabulary is explicit				X	
Opportunities for all staff to moderate/ share / feedback on work				X	
Impact					
Pupils have embedded and retained fluent knowledge in your subject's knowledge, skills and vocabulary (in and across years)				X	
Children have progressed in different strands of your subject and this is clear from book look and pupil voice				X	
Subject Portfolio shows children voice, learning and progress through examples of work, images etc			X		
Behaviours and Attitudes					
Pupil voice shows learners are positive towards your subject				X	
All groups are committed to learning, know how to learn and take pride in the work for your subject				X	
Personal Development					
Builds knowledge, skills and critical thinking that helps prepare for next stage				X	
Provides opportunities to help learners discover wider interests			X		
Supports learners to develop their character through a Growth Mindset				X	
Prepares learners to be responsible and active citizens				X	
Supports the development of an understanding of British values and appreciate commonality and diversity			X		
Leadership and Management					
Subject leader is effective and has an ambitious vision to provide a high quality and inclusive subject curriculum				X	
Subject leader provides opportunities and focus on improving staff subject and content knowledge				X	
Practice and knowledge of staff is building overtime				X	
Assessment is used appropriately to help support all pupils to make progress and achieve				X	

Why is Geography important at our school?

Intent

At The Federation of St Cuthbert's and St Mary's, we aim to give our children the opportunity to learn skills required to become a geographer. As a geographer, each pupil will be given the tools to develop their own cultural awareness, understand and put forward ways to support their environment and recognise the importance of sustainable development. Our pupils will be inspired to think about their own place in the world, their values and their rights and responsibilities to other people in the environment.

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Gorton and Manchester so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- Develop a broad geographical and cultural awareness of globally significant places;
- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- An comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary explored through a range of sources of information;
- Encourage children to collect and analyse evidence, draw conclusions and explain findings.
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- Provide opportunities for children to undertake geographical enquiry and utilise skills by investigating and expressing their own views about people, places and environments by apply questioning skills, as well as effective presentation techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- Foster enjoyment, satisfaction and curiosity for finding out about places, patterns and processes.

Aims

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

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

- The teaching and implementation of the Geography Curriculum at our school is based on the National Curriculum, and supported by, 'Progression in Geography' ladders developed by our Geography subject leader, to ensure a well-structured approach to progression in geography.
- Using the National Curriculum objectives as a guide, the curriculum has been broken down across year groups to ensure, good coverage of knowledge, concepts and skills.
- The children are taught Geography termly and long-term plans ensure KS2 Topics are taught in an order that allows for clear links and the building of geographical knowledge that can feed into supporting the development of historical knowledge and enquiry.
- Each topic draws on prior knowledge and makes links / comparisons / contrasts to other Topics where possible.

Teachers are provided with 6 curriculum planning insets each year on top of their PPA to plan their curriculum units. As part of this planning process, teachers:

- Create vocabulary and skill organisers to focus their development and ensure progression
- A cycle of lessons that carefully plans for progression and depth through the cross referencing of geographical progression documents.
- Knowledge retrieval activities to support learners ability to block learning and increase space in their working memory
- Challenge questions for pupils to apply their learning in an open manner
- Trips and visiting experts who will enhance their learning experience.
- To ensure all pupils have the best possible start to their education and equal opportunities to achieve, cultural capital is taken into account when planning units. Teachers understand their pupils and have an awareness of their experiences. Through this they can plan to build on past experiences and provide opportunities to develop experiences that they have not yet had. Learning experiences are enhanced through school trips, workshops, opportunities to handle artefacts, opportunities to talk, play and experience a range of texts. Children's cultures and values are known and valued with opportunities planned for to explore these within learning.

Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

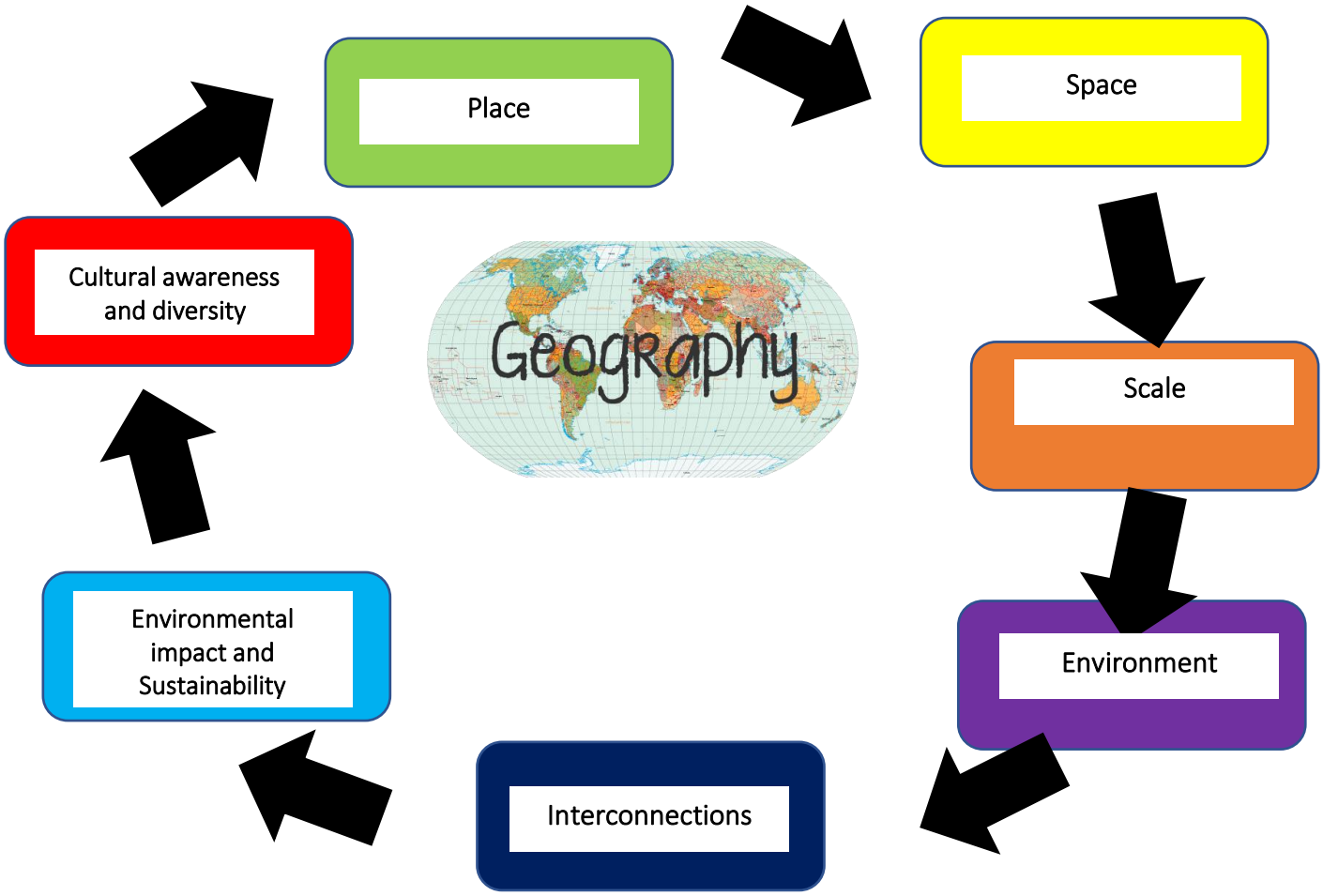
- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Use of knowledge retrieval quizzes to assess current and prior learning
- Pupil discussions about their learning;

Why is Geography important at our school?

- Geography will foster pupils' curiosity and fascination of the world and its people.
- Pupils will have the knowledge about diverse places, people, resources and natural and human environments.
- Pupils will have a deep understanding of the Earth's key physical
- and human processes.
- Pupils growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes.
- Pupils will develop local, national and international knowledge of the world, including their defining physical and human characteristics.
- Pupils will learn about their local area and town and how it has changed over time.
- They will develop their knowledge and understanding of different countries.

Geography 7 Key Concepts

The geographical concepts of place, space, environment, interconnection, scale, sustainability, and change are integral to the development of geographical understanding. They are ideas that can be applied across the subject to identify a question or guide an investigation. They are the key ideas involved in teaching students to think geographically.



Geography Key Concepts	Questions	Your ideas of how and where you cover these. Which images/ maps or words could you use for each year group?
1. Place	What makes up a place? What is in places and what happens there? How and why have places changed and developed over time? Do we prefer places to stay the same or evolve?	**Year 1** Locational knowledge of the school grounds and features of the school grounds (classroom, playground etc) and jobs in school. Locational knowledge of their house and local park and understand simple human and physical features of their locality. **Year 2** Locational knowledge of the local area – local park and local area, litter picking and impact on the environment. **Year 3** local area – map work for town and understanding local workplaces (progression from Year 1) Investigate places beyond their locality (Skara Brae) and develop a wider knowledge of places in the UK (Stone Age sites, rivers in the UK and wider world) Know some globally significant human and physical features (effects physical features like rivers and mountains have on human features like houses, roads and bridges) **Year 4** Comparing local area to area of similar size in SA How does location effect what is in places? The World Came to My Place Today Joe Readman Compare patterns and processes using observations aand maps. **Year 5** Coastal areas, compass location Mapping changes in our local area – make detailed comparisons of now and then to understand why features and places change. Understand the global significance of human and physical features –comparisons. **Year 6** Mapping changes in use of natural resources and how this has changed places over time. Detailed comparison of places to understand global significance of human and physical features and how they've changed overtime. Here We Are Oliver Jeffers EYFS and KS1
2. Space	What is the impact of humans on space and why things are in a certain area? What are the patterns they form and the networks connecting them? What is the formal layout of the natural and the human environment and why has it been created in that way?	**Year 1** How the school grounds are organised and have changed over time (changes to the school building and changes to the school's outdoor space.) Understand jobs in the school. Form simple conclusions about why school space is used as it is. **Year 2** Draw comparisons on their locality to other local places – house, school, park in relation to each other and use simple reasoning to give an explanation. Form simple conclusions about why local area space is used as it is. How climate effects the types of animals that live in different continents **Year 3** Investigating the local area – why was Levenshulme Baths closed and Arcadia built on Stockport Road? Understand what jobs / industries are in the local area and why?

		Investigate transport links and understand how jobs are affected by these (transport links to Levenshulme). **Year 4** Investigating the school grounds How does sound effect our local area? Zoom in to locality and out to town in different continent. Children will understand that what is in the place impacts how we use the space. How people are affected by volcanoes / location of tectonic plates. **Year 5** How the local area has changed over time. Children will give detailed reasoning and comparisons about how a place is used, including population. Understand the impact of significant things on the news and the effect this has on space – development of Media City and the move of the BBC from London to Manchester. **Year 6** Sustainable living and natural resources – how does space effect this distribution of oil around the world Countries and travel between them (Brexit) Resources / trade in different areas Difference between urban and rural areas, looking at amenities, road networks etc Children will have an understanding of the economy and the use of the physical spaces through mapping out the zones of a location.
3. Scale	When comparing, very small sites to local, regional, national, continental and oceanic areas: What relationships can be identified? What patterns and connections can be recognised? What predications can be made based on environmental and place processes?	**Year 1** Understand their place within their locality and use simple maps to support this. World Map books – scale can understand size of other places compared to UK. **Year 2** Children will understand the similarities and differences of a town of similar size to Levenshulme on a different continent. They will begin to draw similarities and differences and how place and space can impact this. **Year 3** Children will understand their place within the UK and continent. They will use a range of maps to support their understanding of this and the scale of place compared to others. **Year 4** Children will understand their place within the UK and other continents (South America). They will begin to draw similairites and differences of a town of similar scale in South America to that of Levenshulme and how place and space impacts. **Year 5** Compare Niagra Falls Region in North America to the Lake District in the UK. Use OS maps to compare **Year 6** Understand how local events have global impacts and global events have local impacts. E.g. Suez Canal Crisis 2021. Local impacts of global warming. Map Zone Map Skills Looking Down Steve Jenkins – picture book to understand the idea of scale and zooming in – whole school.
4. Environment		**Year 1** Pupils will identify physical features of the school grounds and immediate area.

(physical and human processes)	Thinking out the Earth's land and oceanic surface, geology and atmosphere: What are the natural and human actions affecting the world? What are the processes that create and change natural, built, modified and social environments? Can we predict and plan what might happen in our future?	Pupils will begin to understand the different cultures that make up their school. **Year 2** Pupils will identify physical features of the local area and understand the effect human actions can have on their local environment Pupils will understand what is meant by push and pull factors when looking at local area comparison study. Children will begin have an understanding of similarities and differences in culture. **Year 3** Children will gain a deep er understanding of push and pull factors to the area and the impact of this when looking at settlement in the Stone Age – Iron Age and local area settlement in Levenshulme. And will understand how environments change over time. River Bollin Quarry Bank Mill Study **Year 4** Children will gain an understanding of how physical environmental factors such as locations of volcanoes and tectonic plates can affect the human processes in those areas. **Year 5** Native American People, former states of the US Using local areas – Hollingworth Lake making comparisons Windermere Children will investigate erosions and hazards on the environment when studying Coasts and The Vikings **Year 6** Children will understand the relevance of significant events in the new e.g. plastic pollution and make prediction on what our future could look like with and without change. Children will partake in reasoning and debating when looking at protecting our environment and the need to produce renewable energy. Link with COP 26
5. Interconnections	What are the nature and significance of links between features, places, events and people? Can pupils recognise and appreciate interdependence locally, regionally or globally? Can pupils tell if it is ecological or socially generated? How import is it to maintain, modify or break interconnections?	**Year 1** Children will form simple connections between people and places and places and places. E.g. in our Around the World unit, people understand the interconnections between farm, food and distribution or the journey of cacao. The World Came To My Place by Jo Readman **Year 3** Children will develop an understanding of environmental and human processes of places and demonstrate simple understanding of how these affect people/ place. The River Nile and Ancient Egypt. **Year 4** The meaning of Fairtrade and why Fairtrade products differ in price to other products. Fairtrade symbols on familiar packaging for discussion. Distribution of resources **Year 5** what are the main trades in USA and how do they relate to geography – natural resources, rivers etc. What are the positive and negative impacts of human processes on the environment? Year 6 What are the positive and negative impacts of human processes on the environment? Use of natural resources verses the development of renewable energy sources.

		Effect of Brexit on trade and distribution of workforces.
6. Environmental impact & sustainability	What are the concerns the interactions between the natural and human environments and their effects on each other? What has / is changing and what are the consequences? How are environments, places, lives being managed and cared for? Consider the responsible and exploitative uses of Earth's resources alongside responses to the degrading of natural and modified environments and damage to people's lives. How can we improve people's futures and Earth and what are the ethics of doing so?	**Year 1** Pupils will understand what we and other living creatures need to support our lives a.nd where these are when looking at our Around The World unit **Year 2** Pupils will understand what we and other living creatures need to support our lives and what resources are available in different parts of the world to do this. **Year 3** Pupils will understand how environments support our and living creatures' lives. Global warming **Year 4** Children will gain an understanding of stainability and what the human and physical impact of this is when looking at the Amazon and Palm oil Buddy's Rainforest Rescue by Ellie Jackson The Great Kapok Tree by Lynne Cherry **Year 5** Children will gain an understanding of sustainable and unstainable ways of life. **Year 6** Children will understand and form an opinion of their role in a sustainable future. Renewable energy ,sources recycling and their impact. Hunters Icy adventure – climate change
7. Cultural awareness and diversity	"encompasses local and global diversity and the disparities in and of people's lives and communities and their connections to the natural world. It encompasses social and cultural interests and the dynamics in shared, common and different ways in which people use environmental resources, adapt places, interact and value and modify or conserve their local and national cultures, places and identities."	**Year 1** Mirror By Jeannie Baker – a day in the life of two boys in different localities. Pupils draw similarities and differences and realise families are essentially the same despite two very differing places. Pupils compare to own place. Wabi Sabi by Mark Reibstein and Ed Young **Year 2** Masai Mara in Kenya compared to Levenshulme – similarities and difference in children's daily routines, place etc. **Year 3** Sami People – indigenous people of Norway – links to Stone Age **Year 4** Compare lives of people living in South America (zoom into localities not whole continent) Mirror By Jeannie Baker – relevant and deepening discussion opportunities built on from year 1. **Year 5** Comparing own culture to that of those learnt through the Empires unit. Draw on similairites and differences Ramadan Moon The Lotus Seed by Sherry Garland and Tatsuro Kiuchi Oranges in No Man's Land by Elizabeth Laird **Year 6** Develop an understanding of pupils culture and identity compared to those in different parts of Europe during World at War unit and Live Simply. Understand how people have used resources.

What are the key knowledge concepts in Geography at our school?

Locational Knowledge	Place Knowledge	Human Geography
Continents and oceans Four countries and capital cities of the United Kingdom and its surrounding seas World's countries, focusing on Europe and North and South America Counties and cities of the United Kingdom, Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	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 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	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Physical Geography	**Geographical Skills**	**Fieldwork**
Seasonal and daily weather patterns in the United Kingdom the Equator and the North and South Poles Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Effectively use world maps, atlases, globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Effectively use digital/computer mapping to locate countries and describe features studied Effectively use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use the 8 points of a compass, 4 and 6-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 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. 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. Effectively 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

What are the key Geography subject discipline skills?

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How do we know our children have made progress?

End of Foundation Stage
Children can • Talk about things that are the same or different in relation to places and objects • Talk about the features of their own immediate environment and how they may vary from one another • Use words to express their opinion i.e. busy, quiet, pollution • Use sources such as maps, atlases, non- fiction books, photographs, globes and talking to people to help them to find out information • Develop their opinion about the natural and built environments • Talk about places that they have visited • Use appropriate words i.e. town, village, road, houses, flats to make distinctions in their observations
End point KS1
Children can • Name and locate the world's seven continents and 5 oceans • Name, locate and identify characteristics of the 4 countries in the United Kingdom • Understand similarities and differences of a small area of the UK and contrasting non- European country • Identify seasonal a daily weather patterns in the UK • Locate hot and cold areas of the world • Use basic geographical vocabulary to refer to key human and physical features • Use world maps, atlases and globes • Use simple compass directions and positional language
End of KS2
Children can • Locate the worlds countries, continents, oceans using a range of sources • Locate and name characteristics of a range of the world's most significant human and physical features • Name and locate counties and cities of the UK including key topographical features (i.e. hills, mountains, coasts) • Talk about land-use patterns and understand how these aspects have changed over time • Identify the position and significance of different key points around the globe (latitude, longitude, equator, hemispheres, Arctic and Antarctic Circle) • Understand geographical similarities and differences of a UK region, region a European country and a region within North or South America • Describe key aspects of physical and human geography • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features that have been studied • Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and wider world • Use field work to observe, measure, record and present human and physical features in the local area using a range of methods i.e. sketch maps, plans, graphs, digital technologies

How does our school ensure progression in our key knowledge and concepts in Geography?

- Curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Knowledge taught builds on prior learning and is therefore more in depth
- Increasing complexity of subject specific language and precision is expected
- Children are able to make comparisons between local, regional, national and international localities that have been studied
- Knowledge organisers show precise knowledge and vocabulary that children will learn in each topic
- Children to develop their knowledge and understanding using a range of sources including maps, atlases, globes, digital/ computer mapping to locate places, countries, continents and describe features
- Pupils can demonstrate their knowledge and understanding as geographer through a TASC project
- Pupils have robust knowledge and can therefore talk about a range of diverse places and people using subject specific vocabulary.
- Children have excellent knowledge of key geographical vocabulary and can confidently apply it in the correct context.
- Pupils have a growing knowledge about the world and a deep understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.
- Pupils will communicate geographical information in a variety of ways, including through maps, numerical and quantities skills and writing at length.

Key Geography Vocabulary:				Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
	Human features	Physical features	Specific content Geographical map skills and fieldwork		
EYFS	Building Town farm road park path people,	Beach sea lake river desert mountain / hill countryside forest / wood weather seasons	Map local place globe	Village city shop land house motorway language world water pond	
KS1	Human As above plus… key human features city, town, village, factory, farm, house, office, port, harbour shop Capital city country	Physical As above plus… key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather Marine	As above plus… **name and locate the world's 7 continents and five oceans** Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian **name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas** England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel United Kingdom	As above plus… Environment recycle Compass Compass points: East North South West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European	Scale route planner grid vegetation urban rural challenge diverse places, resources and natural and human environments,
Lower KS2	Human geography As above plus… Urban region Europe Country	Physical geography As above plus… Landscape Hills and mountains N.B. including the UK names e.g. Pennines Grampians,	As above plus… Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference	As above plus… globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent	Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services

	County Economy Trade Energy	Cambrians Southern Uplands Cotswolds North and South Downs etc.) coast Rural Climate Erosion deposition earthquake volcano water cycle Alps Geology Minerals and rock types e.g Chalk, Slate Granite Sandstone Biomes/ Vegetation belts e.g. Tundra Coniferous & Deciduous Forest Mediterranean Mountainous Desert	Minerals	Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time.	Precipitation Tropics of Capricorn and Cancer terrestrial
Upper KS2	As above plus… Trade Deforestation Derelict Economy Tourism	As above plus… Tributary confluence meander ox bow estuary mouth source biomes climate zones	As above plus… Analysis of data Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences	As above plus… spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems	Relief Digital mapping



St Mary's and St Cuthbert's: Progression within Geography

Intent: Geography at our school fosters children's curiosity and fascination of the world and its people. Children take part in learning about the diverse places, people, resources and natural and human environments across the world. Through Geography, children learn to care about the world around them as they
study the impact of humans on the physical world and the interaction that the two have.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge	**Locational**	Name, locate and identify the 4 countries of the United Kingdom	Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	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 (i.e. forests, mountains, deserts), key physical and human characteristics, countries 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, and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Understand all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places 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) 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	Consolidate, fully understand and apply all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places Accurately comment on a location's environmental regions, key physical and human characteristics and major cities
	Place	Understand directions and where things are using simple prepositional language (i.e. up, down, left, right, above, below)	List and 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	Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting non- European country	Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region of the United Kingdom	Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region in North or South America Query minor differences between these	Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region in a European country
	Human and physical geography	Identify seasonal and daily weather patterns in the United Kingdom Begin 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 Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles Apply 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 Apply basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of physical geography, including: climate zones and biomes and vegetation belts Describe and understand key aspects of human geography, including: types of settlement and land use	Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle Describe and understand key aspects of human geography, including: economic activity and trade links	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes	Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water
Skills	**Geographical enquiry**	Respond to teacher-led, simple closed questions (i.e. What is the weather like?) Investigate surroundings Make observations about where things are	Ask simple closed questions (i.e. Where is it? What is it like?) Make observations about why things happen Make simple comparisons between different places	Begin to ask/initiate own geographical questions Investigate the main features and themes of locations at one level (i.e. micro or macro) Make comparisons between places based on several sources of the same type Begin to collect and record evidence Make simple conclusions about locations based on evidence/sources	Offer own ideas to geographical questions Investigate features and themes of locations in-depth at one level (i.e. micro or macro) Make comparisons between places based on different types of sources (i.e. photos, drawings and maps) Collect and record evidence Draw conclusions about locations based on evidence/sources	Begin to suggest questions for investigating and justify Investigate features and themes of locations in-depth at both micro and macro levels Compare and contrast sources about locations and comment on which ones are useful, giving reasons Collect and record evidence in a variety of ways (i.e. writing, sketches, maps, graphs) Draw in-depth conclusions about locations based on evidence/sources	Suggest questions for investigating and methods to go about doing so Investigate features and themes of locations in-depth at both micro and macro levels; know which is the most useful for the enquiry being studied Analyse sources for patterns and anomalies and explain why they could be there Collect and record evidence in a variety of ways (i.e. writing, sketches, graphs) Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of conclusions Understand how different evidence will lead to different conclusions
	Geographical skills, using maps and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries Use aerial photographs to recognise landmarks and basic human and physical features	Use world maps, atlases and globes to identify the countries, continents and oceans studied With support, use simple compass directions (N, E, S, W) to describe the location of features and routes on a map Use aerial photographs to plan perspectives	Use maps, atlases and globes to locate countries Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world	Use maps and atlases to fully study the UK Use the 8 points of a compass to build 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use 4-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world	Choose and use the most appropriate type of map with precision to locate and evaluate the place being studied Use 6-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
	Constructing maps	Recognise that a map represents a place Draw picture maps Use own symbols Use relative vocabulary (i.e. bigger/smaller/near/far)	Add detail to a map from aerial photographs Understand the need for a key Have a spatial awareness on maps (i.e. 'A' is closer to 'B' than 'C' is)	Construct maps of areas of the world (i.e. parts of continents) with some spatial awareness of sizes and boundaries of some countries	Make a map of a short, familiar route, with clear spatial awareness and boundaries (i.e. edge of the park to the edge of the woodlands) Use some common standard symbols	Construct maps of small and large scale areas with accuracy in size, space, shape and location Use standard symbols Using sources or own data, begin to draw thematic maps Recognise and comment on a map's scale (i.e. how useful it us)	Measure straight line distance (i.e. on Google Maps) Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m)

Geography Long Term Plans

Year Group	Autumn	Spring	Summer
Year 1	All About Me Local Area, Location, place and human geography	Around The World Maps, continents, place and physical and human geography	Our Kings and Queens UK Location and map work
Year 2	Buried Treasure Human and physical features in the local area, continents (identify puppet animals)	Fire, Fire! Continents (fires around the world), the UK, come dine with me – UK foods	Sensational Safari Continents and oceans, Africa, comparison, foods/artefacts of the world
Year 3	Where land meets the sea Mountains and Rivers (importance)	Settlers Local Area Settlement Enquiry	Ancient Egypt European rivers (key aspects)
Year 4	Romans in Britain Maps – Roman Empire and fieldwork comparing of local areas past to now. Town maps and grid ref Roman town	Natural Disasters and South America Natural disasters (volcanoes and earthquakes) - persuasive letter Rainforests and South America – persuasive sustainable campaign	Saxons European locational knowledge
Year 5	Vikings How the coast of England is shaped by erosion and what it is used for	Empires Give reasons for similarities and differences between regions	Civil Rights Key physical and human characteristics of North America; use of maps
Year 6	World at War place and location of battles and map skills. Constructing and using maps, geographical skills - direction	**Live Simply** How Europe has changed overtime. Human and Physical Geography, Geographical Enquiry, Fieldwork	**Ancient Greece** Place knowledge – comparing regions human and physical. Geographical enquiry

How well do children learn in Geography at our school?

How well do children learn in Geography?	Evidence
Pupils can use knowledge they've learnt and transfer to a structured piece of writing. Showing they can retain facts and show an understanding of their learning.	Work scrutiny Pupil voice
Pupils can respond to feedback and improve and edit work to build on and develop their knowledge and vocabulary	Work scrutiny Pupil voice
Pupils use working walls effectively to show how they are building on prior learning and using current knowledge and vocabulary to develop understanding.	Work scrutiny Pupil voice Knowledge organiser
Pupils show a natural curiosity for their topic and are able to use their knowledge and skills to transfer and apply to historical context	Pupil voice Learning logs Work Scrutiny
Use of progression documents allows pupils skills to develop through year groups and phases	Work scrutiny Pupil voice Topic Plans

What are our school's strengths?

- Progression of skills across the school (supported by progression ladders)
- Monitoring
- Profile of Geography within school (map work and field studies)
- Cross curricular links (skills and knowledge built into History topics to give context to learning)
- Links to locality

What do we need to get better at?

- Pupil voice in Geography
- Subject knowledge (of some staff)
- Experiences – trips and workshops
- Network support for subject lead
- Subject leaders' subject and skills knowledge

How will we improve

- Whole school staff training on progression of skills – what each subject discipling should look like in each year group.
- Regular pupil voice focussing on skills development and showing examples in work.
- Teachers discussing and showing what skills they are using and how they progress from previous years / units.
- Development of topic organisers to support self and peer assessment.