

Progression of Geography

Subject content	<p>KS2 Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 Geography – key stages 1 and 2 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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
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LKS2

Key Area	Substantive Knowledge	Disciplinary Knowledge	
		Year 3	Year 4
Locational knowledge	<p>To name and locate counties and cities of the United Kingdom and geographical regions and begin to describe the difference between them.</p> <p>To identify topographical features of the United Kingdom including coast, features of erosion, hills, cliffs, landmarks, tourism and land use patterns.</p> <p>To name and locate countries in Northern Europe, Northern Hemisphere, Arctic and Antarctic.</p> <p>To name and locate countries in Western Europe, Mediterranean.</p> <p>To name and locate North Africa and Egypt on a world map.</p> <p>To name and locate New Zealand and California on a world map.</p> <p>To identify the position and significance of the Equator and Northern and Southern Hemisphere.</p>	<p>To ask and respond to geographical questions about their environment and the countries studied.</p> <p>To give their own views about locations and begin to explain why.</p> <p>To use geographical vocabulary to describe geographical features.</p>	<p>To ask and respond to geographical questions about their environment and the countries studied including how and why using evidence to support their answers.</p> <p>To give their own views about locations and explain why.</p> <p>To compare their views with others.</p> <p>To use geographical vocabulary to describe local and/or small scale</p>

<p>Place knowledge</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [Huntingdon and Cambridgeshire, the South Coast and Norfolk and East Anglia].</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>To describe and understand the key aspects of human geography within the local area [Huntingdon] including land use patterns and types of settlement: urban, rural, arable and pastoral farming, organic town, natural resources [farming/food] and the difference between these.</p> <p>To describe and understand the key aspects of human geography within Europe [UK, Italy, Rome, London] including land use patterns and types of settlement: suburban, hamlet, village, town, city and the difference between these.</p>	<p>To observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps and charts.</p> <p>To understand that geographers learn about the world by observing and collecting data and information.</p> <p>To analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and using appropriate geographical vocabulary.</p>	<p>geographical features as well as those on a wider global level.</p> <p>To observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and maps, GIS and a range of age appropriate charts and graphs.</p> <p>To choose an appropriate method to record evidence as needed.</p> <p>To understand that geographers learn about the world by observing and collecting data and information.</p>
<p>Human and physical geography</p>	<p>To understand similarities and differences in climate [e.g. Northern and Southern] and topographical features.</p> <p>To describe and understand the relevant key aspects of physical geography, including: volcanoes, mountains, rivers and earthquakes.</p>		<p>To begin to understand that some knowledge about the world can be revised as we collect new data and information.</p>
<p>Geography skills and fieldwork</p>	<p>To learn and use the eight points of a compass to navigate around a map and use a map of their local area to explore features.</p> <p>To learn and use a 4 figure grid reference.</p> <p>To use some basic symbols and key.</p> <p>To use Ordnance Survey maps to identify how the UK is split into a grid, identifying different towns and counties within each square.</p> <p>To use maps, atlases, globes to locate countries and continents and describe features.</p> <p>To use aerial photographs and plans to identify features.</p> <p>To use digital/computer mapping to locate and describe countries.</p> <p>To gather data to find out about the local area.</p> <p>To use the data they have gathered to draw conclusions about what it tells them about their local area.</p>		<p>To analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.</p>
UKS2			
Key Area	Substantive Knowledge	Disciplinary Knowledge	
		Year 5	Year 6

<p>Locational knowledge</p>	<p>To build upon and expand their knowledge of the geographical regions and counties within the UK and confidently describe the difference between them, recognising changes over time.</p> <p>To identify and compare topographical features of a region in a European country, Asia and a region within North or South America.</p> <p>To accurately and precisely, name and locate the main countries and major cities in Europe [including the location of Russia].</p> <p>To accurately and precisely, name and locate North and South America and their countries and major cities.</p> <p>To accurately and precisely, locate the main countries in Asia and Europe. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>To identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian and time zones.</p> <p>To explore and compare areas of similar environmental regions in Europe & North & South America [desert, rainforest] and understand how some of these aspects have changed over time.</p>	<p>To ask questions, explore, describe and explain geographical patterns, similarities and differences.</p> <p>To express their own views about the people, places and environments studied, giving reasons.</p> <p>To compare their views with others and begin to understand that some geographical knowledge is open to debate, challenge and discussion.</p>	<p>To ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>To confidently express their own views about the people, places and environments studied, giving reasons.</p> <p>To compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p>To develop their views to critically evaluate responses to local geographical issues including for or against arguments.</p> <p>To reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p>
<p>Place knowledge</p>	<p>To understand geographical similarities and differences through a detailed study of human and physical geography of a region of the United Kingdom [East Anglia, York and London] developing mastery of their knowledge of key features.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region in a contrasting continent.</p> <p>To describe and understand the key aspects of human geography including types of settlement and land use and economic activity in North and South America.</p> <p>To describe and understand the key aspects of human and physical geography within regions of the UK and other areas [London, Scotland, Wales etc.] understanding how these features have changed over time.</p>	<p>To confidently use geographical vocabulary to describe local and/or small scale geographical features as well as those on a wider global level.</p> <p>To observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs.</p> <p>To choose an appropriate method to record evidence as needed and begin provide reasons for this.</p>	<p>To master the use of geographical vocabulary.</p> <p>To observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs with greater sophistication.</p> <p>To choose an appropriate method to record evidence as needed and provide reasons for this using specific geographical vocabulary.</p>
<p>Human and physical geography</p>	<p>To understand the interaction between physical and human processes e.g. understand how human activity is influenced by climate and weather (forced migration/land use/economic exploitation).</p> <p>To describe and understand the relevant key aspects of physical geography, including: climate zones, biomes, vegetation belts, oceans and the water cycle.</p> <p>To begin to understand and explain how countries and geographical regions are interconnected and interdependent.</p>	<p>To begin to understand that knowledge about the world can be revised as we collect new data and information.</p>	<p>To understand that knowledge about the world can be revised as we collect new data and information.</p> <p>To analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary.</p>
<p>Geography skills and fieldwork</p>	<p>To confidently use the eight points of a compass to navigate around a map and use a map of their local area to explore features.</p>		

	<p>To extend to the use of a 6 figure grid reference with teaching of latitude and longitude in depth.</p> <p>To create maps of locations identifying patterns [such as population densities, height of land, land use, climate zones] using a detailed key.</p> <p>To use Ordnance Survey maps to build their knowledge of the UK and the wider world.</p> <p>To expand map skills to include non-UK countries.</p> <p>To master using a range of methods including aerial photographs, digital/computer mapping, plans and graphs to locate and describe countries and the features studied.</p> <p>To collect statistics about people and places, and set up a database from fieldwork or research, recording results in a range of ways.</p>		
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How will we implement Geography in our school?

- We **teach geography every half term**.
- We will ensure **evidence** of geography can be seen in books, on Seesaw, class learning journey displays, on enquiry medium term planning and annotated enquiry organisers [stored electronically].
- Our children have weekly French sessions where there are **opportunities to discuss some geography content linked to France**.
- We will ensure that half termly **sparky starts** and **final outcomes** provide experiences for the children in our local community and beyond.
- Our enquiry-based curriculum makes **links to other subjects** e.g. Our Autumn 1 local history is linked to the community the children live in e.g. the River Great Ouse.