

## Subject Progression Map

On website

Subject Name: **Geography**

### ***Vision-Taken from the National Curriculum***

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Our learning aims (Taken from National Curriculum):**

In **Key Stage 1 children** will learn:

**Locational Knowledge** Name and locate the world's seven continents and five oceans; Name and locate characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

**Place** Identify features in the place that they live, and contrasting places at a 'local scale' in the UK and a non-European country, naming landmarks such as key buildings e.g. supermarket and / or key features.

**Geographical Perception** Express likes and dislikes about places using geographical vocabulary.

**Scale** Investigate places both near to and far away from their home at a local scale.

**Location** Know the location of places that they study, including hot and cold areas of the world in relation to the Equator and North and South Poles.

**Environment** Identify changes in the environment.

**Physical Processes** Recognise and make observations about simple patterns of physical features, including those in the surrounding environment to the schools.

**Human Processes** Recognise and make observations about simple patterns of human features, including those of the school and its grounds.

**Space (interactions between places)** Make comparisons between individual features of different places; Recognise how places are linked to other places.

In **Key Stage 2 children** will learn:

**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** 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.

**Geographical Perception** Offer reasons for why places are both similar and different; Begin to reason (use place related evidence) for their opinions about places and recognise that others may have different views.

**Scale** Investigate places and themes at more than one scale; Recognise that a place or theme is studied at can change the way in which the place / theme is understood.

**Location** Know the location of places that they study and some significant other places; Develop a knowledge of the location of a wide range of places, including, but not exclusively so, those studied.

**Environment** Recognise how change may damage or improve environments and affect their own lives; Describe and explain environmental change at a range of scales.

**Physical Processes** Begin to explain why things are like that and how things change by referring to physical processes; Develop an awareness of how physical and human processes interact to produce the distinctive characteristics of places. (Contexts: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle).

**Human Processes** Begin to explain why things are like that and how things change by referring to human features; Develop an awareness of how physical and human processes interact to produce the distinctive characteristics of places. (Contexts: types of settlement and land use, economic activity, including trade links, and the distribution of natural resources, including energy, food and minerals and water).

**Space (interactions between places) Make** comparisons between places and begin to offer reasons for the differences.

Year Group	Term	Unit	Overarching question/Key objective	Knowledge and Understanding/ Skills	Outcome
1	Autumn 1/2	Near and far	<b>Where in the world do we live?</b>	<ul style="list-style-type: none"> <li>-Can name and locate the 4 countries of the UK on a map.</li> <li>-Uses the correct terms for simple Geographical features in the local environment (e.g. forest, hill, mountain, valley).</li> <li>-Can draw a simple picture map labelling given features.</li> <li>-Uses simple locational language including in front, behind, next to, describe the location of geographical features on a map and in fieldwork.</li> <li>-Can name and describe common features of the home &amp; school environments from first hand observations (e.g. playground, garden, and kitchen).</li> <li>-Recognises simple human and physical features on an aerial photograph or simple map.</li> <li>-Is beginning to show an awareness that objects look different from above.</li> </ul>	Children create a number of maps including a textured map outline of the UK.
1	Spring 2 History				
1	Summer 1 History				
1	Summer 2	Field study of Brighton beach	<b>How is the beach different in the winter and summer?</b>	<ul style="list-style-type: none"> <li>-Identify features in the place that they live, naming landmarks such as key buildings e.g. port/harbour/factory.</li> <li>-Know the location of places that they study.</li> <li>-Express likes and dislikes about places, using geographical vocabulary.</li> <li>-Make comparisons between individual features of different places and how they might be linked to</li> </ul>	Create an information booklet all about Brighton Beach including the ports, factories and harbours.

				other places.	
2	Autumn 1 & 2 History				
2	Spring 1 History				
2	Summer	Contrasting the geography of Brighton to a Non-European country (Kenya)	Why and how do countries differ?	<ul style="list-style-type: none"> <li>-Understand geographical similarities and differences through studying the human and physical geography of two contrasting countries.</li> <li>-Know what a map is, what information we can find from this.</li> <li>-Identify the different features we may use on a map.</li> <li>-Understand the difference between aerial and ground view.</li> <li>-Understand the difference between climate and weather and use the appropriate descriptive vocabulary.</li> </ul>	Create an information booklet about Egypt.
3	Autumn 1 & 2 History				
3	Spring 1 & 2 History				
3	Summer 1	Natural diasters: Contrasting the geography of Brighton to a European country (Italy)	Why do some earthquakes cause more damage than others?	<ul style="list-style-type: none"> <li>- 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.</li> <li>-Respond to questions about where things are.</li> </ul>	Prepare a report comparing two areas (one volcanic, one not).

				<ul style="list-style-type: none"> <li>- Ask, respond to and compose questions about places and topics.</li> <li>-Undertake simple mapping tasks demonstrated by the teacher.</li> <li>-Describe a range of physical and human features of their locality.</li> <li>-Use appropriate geographical terms and make observations and explanations about locations and patterns in the area.</li> <li>-Use a range of secondary sources and first-hand enquiry.</li> <li>-Confidently use a wider range of fieldwork and map skills.</li> <li>-locate the world's countries, using maps to focus on Europe</li> <li>- describe and understand key aspects of physical geography: volcanoes and earthquakes</li> </ul>	
	Summer 2	<p><b>Begin to explain why things are like they are and how they change (natural phenomena) through the study of human and physical geography of a region or area of the United Kingdom and North America.</b></p>	<p><b>How do volcanoes affect the lives of people on Hiemaey?</b></p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>-Respond to questions about where things are.</li> <li>- Ask, respond to and compose questions about places and topics.</li> <li>-Use appropriate geographical terms and make observations and explanations about locations and patterns in the area.</li> <li>-Use a range of secondary sources and first-hand enquiry.</li> <li>-locate the world's countries, using maps to focus on Europe</li> <li>- describe and understand key aspects of physical geography: including climate zones, volcanoes and</li> </ul>	<p>Write an advert for living in a volcanic area.</p>

				<p>earthquakes</p> <ul style="list-style-type: none"> <li>-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles</li> </ul>	
4	Autumn Geography	Looking in detail at the physical and human geography of a world region	<p><b>What is deforestation? (Rainforests)</b></p>	<ul style="list-style-type: none"> <li>-Understand the physical and human geography of a region.</li> <li>-Explain the physical features of a region.</li> <li>-Draw / sketch maps to scale using agreed symbols and keys.</li> <li>-Use maps, atlases and globes to locate countries and features.</li> <li>-Use secondary sources to describe a place using geographical terms.</li> <li>-Show the distribution of natural resources within a location.</li> <li>-Recognise how people can damage, improve and sustain the environment.</li> <li>-Use primary/secondary sources of information to investigate the environment.</li> <li>-Explain the impact of environmental change.</li> <li>-Communicate findings using appropriate vocabulary.</li> </ul>	Write a postcard home from Brazil and a persuasive letter to stop deforestation.
4	Spring 1 History				
4	Summer 1&2 History				
5	Autumn 1 & 2 History				

5	Spring 1&2 History				
5	Summer 1 Geography	Begin to explain why things are like they are and how they change.	<b>Why do people live by rivers?</b>	<ul style="list-style-type: none"> <li>-To use primary and secondary sources to research and explore geographic features</li> <li>-Use observational skills to explore geographical features with peer/group or adult support building towards independent work.</li> <li>-Define geographical vocabulary and use these in context when talking/writing about rivers.</li> <li>-Show the distribution of natural resources within a location.</li> <li>-Understand the impact of rivers on the growth of human population settlements.</li> <li>-Present findings about rivers and extend this to rivers around the world.</li> <li>-Draw conclusions about their findings.</li> <li>-Understand the main parts to the water cycle.</li> </ul>	Create a fact file of the Water cycle. Make a model of a river.
5	Summer 1 Geography		<b>Why are mountains so important?</b>	<p>Describe and understand key aspects of physical geography, including: biomes and vegetation belts, rivers, mountains and the water cycle</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps concentrating on environmental regions, key physical and human characteristics and countries.</li> <li>-Use observational skills to explore geographical features with peer/group or adult support building towards independent work.</li> <li>-Define geographical vocabulary and use these in context when talking/writing about mountains.</li> <li>-Draw conclusions about their findings.</li> </ul>	Create an animated / videoed documentary to explain the importance of mountains.

6	<b>Autumn Geography</b>			<ul style="list-style-type: none"> <li>- Exploring the world and how it is organised; Understanding of the impact of human settlement over time on regions and on trade</li> <li>-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 (incl. day and night.)</li> <li>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Describe and understand key aspects of human geography inc: the distribution of natural resources including energy, food</li> <li>-Use the eight points of a compass, four and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>-Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and North America.</li> <li>-Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	Select a presentation style to inform about the impact of human settlements and trade.
6	<b>Spring 1&amp;2 History</b>				



6	<b>Summer 1 &amp; 2 History</b>				
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Link to Progression document

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