

St Helena's Church of England Primary School

Geography Progression Framework

Purpose of study

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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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.

<p>Geography Progression</p>	<p>EYFS Understanding the World Early Learning Goal: People, Culture 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, through the three characteristics of effective teaching and learning:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things 					
	KS1		LKS2		UKS2	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>Learning through the context of:</p>	<p>Africa - Kenya</p>	<p>London The seaside, countryside, Lincolnshire</p>	<p>Italy Volcanoes</p>	<p>North America Egypt Rivers</p>	<p>Greece Anglo-Saxons/Vikings</p>	<p>South America - rainforest De-forestation Climate change Farming, food, trade links, Lincolnshire land use</p>
<p>Why this? Why now?</p>	<p>This unit will explore in more depth the wider world including people, places, and environments. This is a chance for them to compare human and physical features both in their local area and Africa. At this point basic geographical vocabulary and skills are introduced, building upon their prior knowledge. This unit develops pupils' learning about diversity through</p>	<p>Having explored the cultural capital of their local environment in EYFS, this is a good opportunity to broaden their knowledge about the United Kingdom, more specifically their local area; Lincolnshire. At this point, children are introduced to geographical skills such as map reading and interpreting photographic data. This unit explores a different view of London compared to Lincolnshire and draws</p>	<p>This unit of work builds on the prior KS1 knowledge of the UK and places it and Italy within the European union and investigate the tourist links from KS1. Understanding the geographical context of Italy helps children grasp the concurrent study of the Roman Invasion of Europe and Britain.</p>	<p>Egypt builds on prior KS1 physical and human geographical knowledge of the continent of Africa and compliments the historical theme of the Ancient Egyptians. The North America unit (Linked to the local history study of Tudor explorer Captain John Smith) introduces another continent and the knowledge of biomes. River work is an opportunity to</p>	<p>Anglo-Saxons and Vikings supports, from a historical perspective the learning of the geography of Europe in the unit on Greece later in the year. Ancient/Modern Greece builds on geographical knowledge of the wider world (North America, Egypt and Italy in LKS2, as well</p>	<p>This unit builds on knowledge of the biomes of North America in LKS2 and offers opportunities for comparison between the physical geographical features of a new continent and our own (cultural capital). This unit expands on the skills of fieldwork and map reading from LKS2, with progression into 6-figure grid references from the 4-figure references introduced then.</p>

	first-hand experiences such as special visitors.	upon the knowledge and learning from the History unit.	The study of volcanoes helps children understand the historical importance of Mount Vesuvius.	develop geographical field study skills and compare local rivers to rivers in Africa and the relationship to the coast (studied in KS1)	as Africa in KS1), with a look into another European country.	
Visits, Visitors:	African Workshop day	Anderby Creek Beach Village walk		Snipe Dales to the Sea		Parrot Zoo Alford Farming Museum Alford windmill
Knowledge of Place, People and physical geographical features	<ul style="list-style-type: none"> • Compare and describe an area of the UK to a place outside Europe using geographical words Use simple geographical vocabulary to describe features or location - compare and contrast the Savannah, Desert, rainforests, the Great Rift Valley (the Masai Mara) • Consider geographical questions e.g. what is it like to live in this place? • Explain how the jobs people do may be different in different parts of the world • Express own views about a place, people, environment • recognise how places have become 	<ul style="list-style-type: none"> • Name the four countries of the UK • Name some of the main towns and cities in the United Kingdom • Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the beach?) • Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season • Ask and investigate geographical questions - Where is this place? What is it like? How has it changed? • Express own views and preferences about a place, people, environment, location 	<ul style="list-style-type: none"> • Know the difference between the British Isles, Great Britain and UK • Know the countries that make up the European Union Look at the environmental areas of Europe - landform, soils, climate Identify key physical and human characteristics of Italy - eg major cities, rivers, mountains • Volcanoes - causes and effects, Locate the vulnerable volcanic places in the world today • Compare and contrast how areas of the world have 	<p>Understand the difference between the Northern and Southern Hemispheres</p> <p>Understand climate zones</p> <p>Research the key aspects of North America's physical geography including biomes. Vegetation belts, rivers, mountains,</p> <p>Research the key aspects of North America's human geography including settlement, land use, trade and resources</p> <p>Whilst studying the history of Tudor explorers, think about why they chose to settle in Virginia, what were their settlements like, how did they use the land and how is it different today.</p>	<ul style="list-style-type: none"> • Ask questions: what is this landscape like? how has it changed? what made it change? how is it changing? Why is Greece reliant upon tourism? • Analyse evidence and draw conclusions e.g. compare historical maps of the Ancient Greek states and its influence on people 	<ul style="list-style-type: none"> • Research the key aspects of South America's physical geography including biomes. Vegetation belts, rivers, mountains, Research the key aspects of South America's human geography including settlement, land use, trade and resources Ask questions: what is this landscape like? how has it changed? what made it change? how is it changing? • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations and its influence on people • Identify and explain different views people have of the rainforest including themselves • Collect and record evidence • Conduct a land use survey • Communicate in ways appropriate to task and audience e.g. persuasive writing - present information on map overlays to show levels of information e.g. old/new

	<p>the way they are e.g. shops, Kenyan shambas (villages)</p> <ul style="list-style-type: none"> • Observe and record e.g. identify buildings on a street • Communicate in different ways e.g. pictures, pictograms simple maps, sketches, labelled diagrams • Identify hot and cold areas in the world and begin to understand climate in simple terms - e.g consider what they might wear if they lived in a very hot or a very cold country • Describe in simple terms how wind or water has affected the Geography of an area. • Identify similarities and differences between the local environment and one other place 	<p>and give detailed reasons</p> <ul style="list-style-type: none"> • Recognise how places have changed over time • Observe and record in different ways eg. sketches, diagrams, ICT, charts • Explain what facilities a town or village might need • Use information texts and the web to gather information about the worlds human and physical geography • Suggest ways of improving the local environment • Describe how a physical or human process has changed an aspect of the local environment - consider questions such as Do you think that people ever spoil the area or make it better? How? • Use compass directions (N, S, E, W) to describe locations - orienteering in the schoolgrounds 	<p>capitalised on their physical and human features</p> <ul style="list-style-type: none"> • Name a number of countries in the Northern Hemisphere 	<p>Research the key aspects Egypt's physical geography including biomes, vegetation belts, rivers, mountains, Research the key aspects of Egypt's human geography including settlement, land use, trade and resources</p> <p>Whilst studying the history of the Ancient Egyptians, think about why they chose to settle next to the River Nile, what were their settlements like, how did they use the land and how is it different today.</p>		<ul style="list-style-type: none"> • Explain how a location fits into its wider geographical location; reference to human and economical features • Explain how the time zones work • Name and locate vegetation belts across the UK, explaining how some of these have changed over time with particular reference to our farming community and valuable farmland
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Mapping skills	<ul style="list-style-type: none"> • Name the continents of the world and find them in an atlas • Name the world's oceans and find them in an atlas • Locate the equator and North and South Poles and explain how 	<ul style="list-style-type: none"> • Locate the four countries of the United Kingdom on a map • Name and locate the main cities of England, Wales, Scotland and Ireland • Find where they live on a map of the UK 	<p>Draw maps more accurately plan view (from above) and use a key accurately</p> <ul style="list-style-type: none"> • Use maps and atlases appropriately by using contents and indexes 	<ul style="list-style-type: none"> • Name and locate many of the world's most famous mountain and river regions on maps • Use some basic OS map symbols • Understand and use 4 and 6 figure grid references 	<p>Locate and name countries in Europe and their major cities.</p> <p>Use maps, atlases and globes with confidence to locate countries</p>	<ul style="list-style-type: none"> • Describe route, direction and location, linking 8 points of compass to degrees on compass Locate and name the main countries in South America on a world map and atlas • locate information/ place with speed and accuracy use key to make deductions about

	<p>the weather affects these areas</p> <ul style="list-style-type: none"> • Compare two settlements using globes, maps, plans (at a range of scales) • Make simple maps and plans • Draw a simple picture map (could be from a story) and label particular features • Locate hot and cold areas of the world on a map 	<ul style="list-style-type: none"> • Explore maps of the local area • Use simple compass directions and locational/directional language when using maps • Draw simple maps or plans using symbols for a key • Use contents/index to locate a country and draw information from a map 	<ul style="list-style-type: none"> • Use some basic OS map symbols • Begin to use eight points of a compass to describe the location of a country or geographical feature • Name and locate the capital cities of neighbouring European countries. • Locate and name some of the world's most famous volcanoes 	<p>Locate and name geographical features on an Ordnance Survey map.</p> <p>Confidently use eight points of a compass to describe the location of a country or geographical feature</p>	<p>and describe features studied.</p>	<p>landscape/ industry/ features etc.</p> <ul style="list-style-type: none"> • use OS maps to answer questions • recognise key symbols used on Ordnance Survey maps • Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries across the world. • use eight points on a compass
Fieldwork studies	<ul style="list-style-type: none"> • Use maps, pictures and stories to find out about different places • Collect data during fieldwork such as the number of trees/houses • Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above 	<ul style="list-style-type: none"> • Use simple field sketches and diagrams, use a camera • Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features • Collect and organise simple data from first and second hand sources including fieldwork • Explain simple patterns and offer an explanation (e.g. count traffic and offer an explanation as to why) 	<ul style="list-style-type: none"> • Draw and use more detailed field sketches and diagrams, using symbols for a key • Locate appropriate information, needed for a task, from a source material 	<ul style="list-style-type: none"> • Draw and use more detailed field sketches and diagrams, using symbols for a key • Observe, measure and record the human features in the local area responding to a range of geographical questions (rivers) • Locate appropriate information, needed for a task, from a source material • Accurately measure and collect information of river depth, width and speed 		<ul style="list-style-type: none"> • Understand and use graphs, tables, charts and pictures showing trends, patterns, people movement and physical earth changes • Use maps, aerial photos, plans, digital technologies and web resources to describe what a locality might be like and how it has changed over time.

		the flow changes at different times)		<ul style="list-style-type: none"> Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions 		
enquiry questions		<p>Can you name the 4 countries of the UK? Can you name the capital cities and seas around the UK? Can you locate our village? Tell me about the human geography of London - what famous landmarks do you know? What is the River called in London? How have you learnt about London? What resources or activities have you used in and out of class?</p> <p>Can you describe the beach/countryside is like? What would you expect to find there? Are all beaches/countryside the same? How has Lincolnshire changed over time? How has Willoughby changed? Do you think people spoil an area or make it better?</p>		<p>What is the difference between the Southern and Northern hemisphere? What is meant by climate zone? What is a biome? Tell me about one you have learnt about. What can you tell me about the physical geography of North America/Egypt? Why did the Tudor Explorers/Egyptians settle in Virginia/River Nile? How is Virginia/River Nile different today? How have you learnt about North America/Egypt? What resources have you used in and out of class?</p>		<p>What can you tell me about the physical geography of South America? (vegetation belts/rivers/mountains) How has it changed? What has made it change? What is the temperature like in different areas of South America? How does this affect people? What can you tell me about the human geography of South America? (settlements/land use/trade/resources) What are your thoughts on the rainforest? What do others think? Have you collected any data? Tell me about it. How have you learnt about South America? What resources have you used in and out of class?</p>

		<p>When would the roads in Willoughby/the beach/farmland be the busiest? Can you explain why?</p> <p>How have you learnt about beaches and the countryside? What resources have you used in and out of class?</p>				
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