Geography Progression

Intent of the curriculum

Our Vision

Inspiring children to become resilient global citizens.

'Start children on the way they should go, and even when they are old, they will not turn from it'
Proverbs 22:6

Our Motto

Inspire Respect Achieve

Geography intent

At Woodseaves we are 'resilient global citizens'. Our geography curriculum is rigorously sequences so that our children's geographical knowledge, understanding and skills build over time. We want our children to understand how Geography is concerned with the past, present and future and helps pupils make sense of the world around them: it is about seeing, doing, enquiring, making links and experiencing. In our Geography curriculum, we have thought about encompassing all of the above in key threads that run through our units of learning: ***My place in this world, Interconnectivity and Sustainability.*** With an engaging and positive learning environment we are committed to igniting the passion to travel to, see, support and experience different sights, cultures and climates of the world.

Implementation

When planning our geography curriculum, we have thought about its distinctive character as a discipline and ensured that we have woven the concepts that are fundamental to geographical thinking into our curriculum. Skills needed to be a geographer are taught progressively. Concepts are built upon, learning is revisited and children's locational knowledge is built on year on year.

Children learn about their local area and are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is a highly cross-curricular subject and it enables the children at Woodseaves to develop a range of knowledge and skills which are transferable to other areas of the curriculum and can be used to explore and promote their spiritual, social and cultural development.

Geography is, by nature, an investigative subject. We intend to inspire in our children with a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum has been designed so the children develop knowledge and skills that are progressive, as well as transferable, throughout their time at Woodseaves. Geography topics are taught on a half termly basis as well as being intertwined into many other subjects across the curriculum.

Impact

As children progress through Woodseaves, they develop a deeper knowledge, understanding and appreciation for their local area and its place within the wider geographical context. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Learning is revisited regularly. When teachers start new units, they recap on prior learning and use our threads (place, space, scale, environment and sustainability, interconnectivity and change) to deepen children's understanding and knowledge of geography. We assess progress in Geography through the use of knowledge organisers, mini quizzes and moderation of children's work.

Early Learning Goal and National Curriculum Links

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Describe their immediate environment using the knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Explore the natural world around them, making observations. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some of the processes and changes in the natural world around them, including the seasons and changing states of matter.	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to: o key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - 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	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography - describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	

		- 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.					
At Woodseaves children will:							
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Locational Knowledge	Describe their immediate environment using the knowledge from observation, discussion, stories, non-fiction texts and maps.	Know the location of the village of Woodseaves. Locate countries in UK, capital cities, key features. Know the names of the surrounding seas of the UK.	Locate 7 continents and 5 oceans. Locate key countries/cities within focus area study. Know the geographical similarities and differences between the continents.	Locate UK using atlases and maps. Locate major UK features- rivers, capitals, mountains etc.	Locate countries within the continent of Europe. Know the names of the major capital cities in Europe.	Locate and name the countries within the continent of North America. Locate and name the countries within South America.	Locate and identify countries involved within local area study and discuss how they have changed.
Vocabulary	Grass, land, water, field, road, school, village, town, city.	equator, Staffordshire, North Pole, South Pole, London, UK, Europe, England, Wales, Scotland, Northern Ireland, Woodseaves, Asia, Africa, Europe, North and South America, Oceania, Antarctica, Northern Hemisphere, Southern Hemisphere, temperate climate		UK, Europe, London, Cardiff, Edinburgh, Belfast, English Channel, Irish Sea, Atlantic Ocean, North Sea, Prime Meridian, Italy, Rome, Sicily, Sardinia, Mont Blanc, Alps, Adriatic Sea, Staffordshire, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, The River Nile, Africa, Lake Victoria, Khartoum, Sudan, Aswan Dam, The Nile Delta, Arctic and Antarctic Circle, Longitude and Latitude		Spain, Portugal, France, Andorra, Mediterranean Sea, Bay of Biscay, Madrid, Barcelona, Valencia, Seville, Canary Islands, Tropic of Cancer, Capricorn, Arctic and Antarctic Circle, South America, Western Hemisphere, Brazil, county, Staffordshire, United States of America, Canada, Alaska, Caribbean, Greenwich	
Human and physical geography	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Explore the natural world around them, making observations. Know some similarities and differences between the natural world around them and contrasting environments. Understand some of the processes and changes in the natural world around them, including the seasons and changing states of matter.	Identify and locate the physical features of Staffordshire. Identify and locate the human and physical features of a chosen UK area. Explore different types of weather within the UK. Learn the 4 seasons and key features of each one.	Discuss human and physical features of a Non-European country. Compare the physical features of an area in the UK to that of the country chosen in focus study. Compare the human features of an area in the UK to that of the country chosen in focus study. Locate hot and cold areas of the world.	Discuss and explore extreme weather, looking particularly at the causes and effects. Understand and explore the impact that our weather has on the earth. Describe and explain the different land uses within the UK.	Learn about the formation and the impact that physical landforms such as volcanoes, have on a place- looking at focus study, features and formation of volcanoes. Explain different types of settlements, the land uses within them and how a site becomes suitable for settling Identify and explain the stages of the water cycle- use local study to support. Locate, explain and understand the journey and importance of a river – looking at river source, physical and human features around the river and conservation.	Discuss the formation, distribution and changes in physical features. Explore the use and distribution of different natural resources, such as renewable energy.	Observe physical features and how they have changed over time. Understand and explore the process of trade, looking at import and export links into the UK.
Vocabulary	Season, autumn, winter, spring, summer, countryside, house, town, city.	Autumn, Summer, Spring, Winter, weather, wind, snow, wind, rain, sun, frost, mist fog, lightning, cloud, season, city, landmark, settlement, town, ocean, continent, sea, country, beach, law, customs, traditions, climatic zone, mountains, rivers, lakes, beaches, deserts, coastline, rainforest,		River, capital, mountains, town, city, transport, culture, trade, peninsula, mainland, volcano, belief, tradition, temperature, wind, air pressure, humidity, climate, water cycle, drought, earth's plates, earthquake, tectonic plates, tsunami, magma, pressurised, Biome, rainforest, Mediterranean climate, arable, pastoral, fair trade, settlement,		Oceanic Climate, Continental Climate, Mediterranean Climate, hurricane, drought, air temperature, precipitation, biomes, interdependent, tropical rainforests, deserts, savannah, woodland, grassland, tundra, vegetation belt, agriculture, import, export, pollutants, non-renewable, renewable, geological natural resources, coal, petroleum, natural gas, limestone, silica, gypsum, iron ore, wind turbine, hydroelectric dam, nuclear fuel, solar, urban, Tundra, Subarctic, Warm Temperate, Subtropical, Tropical	
Geographical fieldwork	Identify a map. Begin to make attempts at drawing a map. Make attempts to draw and label features of familiar environments and imaginary places.	Use a globe and world map to locate countries, seas and oceans. Draw own maps and plans by drawing around shapes/using own symbols. Use basic symbols in a key.	Use world maps, globes and atlases to identify continents, oceans and locations studied. Devise a simple map of a place in the local area. Use and construct basic symbols in a key.	Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied. Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity).	Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied. Use the contents/index of an atlas.	Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. Explain ideas using a thematic map for reference.	Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.

	Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places. Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.	Begin to follow routes on prepared maps. Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes. Understand what a compass is and begin to use one for simple navigation. Use aerial/satellite photos and plan perspectives to recognise familiar features. Engage in simple, teacher-led fieldwork enquiries.	Begin to recognise and identify basic OS symbols. Use a compass (four compass points) to follow and describe routes. Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).Zoom in/out and begin to highlight/annotate digital maps. Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features. Engage in teacher-led/guided enquiries. Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units.	Know that four-figure grid references can be used to identify locations and begin to use them. Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road). Begin to understand the use of scale on maps. Understand the eight compass points and begin to use them to follow routes. Secure use of left/right from any perspective (e.g. with an upside-down map) and use compasses and eight compass points to follow and describe routes. On digital maps, begin to identify scale and annotate with text and labels. Engage in guided enquiries and begin to suggest own questions for enquiry.	Draw a map (including symbols and key) from a description and compare to other maps. Begin to draw to scale and understand and use scale-bars. Use complex keys (e.g. making estimates based on size of symbols). Understand the purpose of contour lines on maps. Use four-figure grid references to identify and describe locations. Use a compass and the eight points of a compass to follow and describe routes and identify locations. Use scales to estimate distances e.g. along a road/river.	Draw to scale from given measurements/using observations and compare to other maps. Compare and evaluate maps with different scales. Begin to use six-figure grid references to identify and describe locations. On digital maps, use linear and area measuring tools and start to use and contrast digital maps at different scales. Use a compass, convert between the eight points of a compass and azimuth bearings (e.g. NE = 45˚) and use to follow/describe routes. Compare images that have been altered using digital technologies and explain the impact that this has (e.g. reliability). Begin to complete enquiries based on own suggested questions. Evaluate own observations, compare them with others and begin to draw conclusions.	Confidently use distribution/thematic maps to illustrate an idea or discussion. Design/draw distribution/thematic maps. Use six figure grid references to identify and describe locations. On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research. Use a compass confidently and show awareness of the 16-point compass rose and compass quadrant bearings (e.g. 103˚ = S 77˚ E). Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability). Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results. Evaluate own observations, compare them with others and draw conclusions.
Vocabulary	Map, behind, next to,	Maps, globes, symbols, near, far, left, right, weather, prediction. Atlas, compass points, north, south, east, west, symbols, world map, globe, aerial, photographs, landmarks, human, physical, features, evidence, minutes, metres, findings, graphs, conclusion, route, plan, key,	8 point compass, directions, North-east, North-west, South-east, South-west, four-figure grid reference, data collection, atlas, map, Symbols, Globes, digital mapping, Google Maps, fieldwork, observe, measure, record, human features, physical features, local area, sketch maps, plans, graphs, compass points, coordinates, Ordnance Survey, symbols, key, environment, observations, infographic, Meridian, Longitude and Latitude		6 figure grid references, annotations, atlases, globes, digital mapping, thematic maps, observe, compare, scale, enquiry, compass, Geographical questions, Meridian, Longitude and Latitude, time zones	
Cultural Capital Links Possibilities	Visit to post a letter Take part in a picnic Black History Month Religious festivals	Follow a map Visit a museum Take part in a community picnic Take part in a fund raising event Black history month Forest School	Follow a map Visit the local community and beyond Take part in a community picnic Black History Month Forest School Religious place of worship		Visit the local community and a contrasting location Follow a map Visit a city Plan and take part in a fund raising event Black History Month Travel by train	