

## Geography Curriculum Progression

*“Geography is the study of earth as the home of people’ -Yi-Fu Tuan”*

### Curriculum Intent:

At Milldown CE Academy, we are committed to providing a high-quality geography education for all our children. By doing so we will equip them with the knowledge and cultural capital they need to succeed beyond the school gates, in the wider world. Underpinning all lessons will be a rigorous focus on developing and securing geographical skills whilst also ensuring sound progression of knowledge and sequenced understanding of key concepts. Our core aims are:

- **To be inspired to be inquisitive, critical thinking geographers** who want to make a positive difference to the world around.
- **To have their beliefs challenged and widened** through secure knowledge and understanding of the human and physical features of the local and wider world and the impact these have on shaping our world, including the topical environmental issues we face.
- **Achieve excellent standards in geography**, using a rich geographical language to talk confidently and coherently about known geographical concepts, and who can collect, analyse and interpret a range of geographical sources using field work effectively.

### How will the curriculum be delivered? The implementation.

As per our teaching and learning policy, the approach taken with all subjects is to ensure that memory is strengthened at all opportunities. As Kirschner, Sweller and Clarke (2006) stated: “Learning is a change in the long term memory. If nothing has been changed in the long term memory then nothing has been learned.”

In geography, lessons and teaching follows a mastery approach as shown below. We work on the principle that all learners, with effort and excellent teaching, will meet expectations. Where possible and appropriate, links are made between geographical learning and our wider curriculum themes and Christian values, encouraging deeper thinking and reflection. Our drivers – critical thinking, communication and challenge – are woven through this approach. Our mastery approach:

Spaced Retrieval.	<u>Activating Prior Learning</u> Key Concept(s) – identify & link.	Learning question – where does this fit with the big picture?	<u>Anchor task</u> – expose concept, pull out knowledge & misconceptions.	<u>I do – We do</u> <u>Explicit explaining, modelling</u> and narrating the metacognitive process.	<u>You do</u> Independent practice Application of strategy / learning.	Evaluation of learning.
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The exact knowledge to be learnt is set out for staff in detailed medium term plans and for children via a knowledge organiser. Throughout their learning journey, children summarise their learning in their own ‘book of knowledge’ by creating their own knowledge organiser. This gives children a platform from which to orally rehearse prior learning and link to new knowledge. It also serves as means of self- and peer-quizzing to help ensure knowledge becomes embedded in long-term memory.

### Curriculum Review (Impact):

To complement our pupil led knowledge organisers children will answer a ‘BIG’ question often in an essay-style response. To answer this question, knowledge from each lesson will need to be thought about. During assessment weeks, children will also complete a quiz. Scores from this are tracked throughout the year and used by teachers and leaders to focus future teaching and retrieval. Select questions from each unit studied throughout the year form part of a larger, end of year summative quiz. Because our curriculum serves as the progression model, the level of success in these quizzes shows the degree of impact. This will also be judged following pupil discussions by subject and curriculum leaders.

## Geography Curriculum Progression

	National curriculum	Skills	Vocabulary
EYFS	<p><b>Understanding the World:</b> ELG: 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.</p> <p><b>ELG: The Natural World</b> Children at the expected level of development will: - 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 important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Can make basic observations about the environment they are in.</p> <p>Can draw a basic sketch showing some key features of the environment they are in or know.</p> <p>Can measure using simple words and simple recording.</p> <p>Can recognize a globe and map of the world.</p> <p>Can use basic directional language: up, down, right, left, under and around</p> <p>Can draw a simple map using imagination of a specific place.</p> <p>Can ask and answer questions about places, features and environments.</p>	<p>weather, season</p> <p>Our beautiful world: continent, settlement, population, community, region, locality</p> <p>Dinosaurs: landscape, volcanoes</p> <p>Into the woods: environment, vegetation,</p> <p>Roots, shoots and muddy boots: environment, vegetation, resources, region, locality, trade</p> <p>People who help us: population, community</p>
Y1	<p><b>Weather in the UK</b> Locational knowledge: 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 Physical and human geography: identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>UK small area</b> Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Physical and human geography: Identify seasonal and daily weather patterns in the UK.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Weather in the UK: climate, cloud, ice, rain, precipitation, puddle, season, snow, sunshine, temperature, weather, wind, measure</p> <p>UK small area: business, city, detached house, factory, farm, flats, forest, high street, house, local, office, river, road, rural, semi-detached, shop, terraced, town, urban, vegetation, village, landscape, environment, settlement, population, community</p>

<p>Y2</p>	<p><b>Hot and cold areas</b>  Locational knowledge: Name and locate the world's seven continents and five oceans.  Physical and human geography: Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Small area in non-European contrasting country</b>  Locational knowledge: Name and locate the world's seven continents and five oceans.  Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p>Use world maps, atlases and globes to identify the UK 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.  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.</p>	<p>Hot and cold areas: desert, equator, forest, mountain, North Pole, rainforest, South Pole, soil, vegetation, weather, climate, continent, environment</p> <p>Small area in non-European contrasting country: human features, physical features, city, town, village, urban, rural, continent, country, vegetation, weather, climate, continent, landscape, environment, settlement, population, community, region, locality, development, tourism</p>
<p>Y3</p>	<p><b>Volcanoes and earthquakes</b>  Physical geography: describe and understand key aspects of physical geography, including volcanoes and earthquakes</p> <p><b>The UK</b>  Locational knowledge: name and locate counties and cities of the UK, 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.  Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p>	<p>Use a range of maps, atlases, images, globes and digital mapping.  Locate countries and describe features studied in the KS2 National Curriculum.  Use compass directions: North, North East, East, South East, South, South West, West, North West to follow and give directions to build knowledge of the UK and the wider world.  Accurately use six-figure grid references on an OS map.  Draw maps, sketches and plans with accurate symbols, keys and scale.  Ask geographical questions about places and environments to carry out investigations and can explain opinions from a range of view points.</p>	<p>Volcanoes and earthquake: active, climate, continent, core, crust, dormant, earthquake, erupt, fault lines, form, gas, lava, layers, location, magma, mantle, melt, molten, tectonic plates, vegetation, vent, volcano, landscape, region, locality</p> <p>The UK: country, county, equator, Europe, Greenwich Meridian, landmark, location, Northern Hemisphere, topography, United Kingdom, weather, climate, landscape, environment, vegetation, resources, settlement, population, community, region, locality, trade, development, tourism</p>

<p>Y4</p>	<p><b>South American region</b> Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p> <p><b>Climate zones, biomes and vegetation</b> Physical geography: describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p>	<p>Use a range of maps, atlases, images, globes and digital mapping. Locate countries and describe features studied in the KS2 National Curriculum. Use compass directions: North, North East, East, South East, South, South West, West, North West to follow and give directions to build knowledge of the UK and the wider world. Accurately use six-figure grid references on an map OS map. Draw maps, sketches and plans with accurate symbols, keys and scale. Ask geographical questions about places and environments to carry out investigations and can explain opinions from a range of view points.</p>	<p>South American region: continent, equator, latitude, longitude, northern hemisphere, southern hemisphere, time zone, Tropic of Capricorn, deforestation, endangered species, weather, climate, landscape, environment, vegetation, resource, settlement, region, locality, population, community, trade, tourism</p> <p>Climate zones, biomes and vegetation: biome, biodiversity, climate, ecosystem, environment, vegetation belt, adaptation, pattern, variety, precipitation, flora, fauna, latitude, longitude, equator, hemisphere, aquatic, desert, forest, grassland, rainforest, tundra, weather, continent, landscape, resources</p>
<p>Y5</p>	<p><b>European region (Scandinavia)</b> Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p> <p><b>Mountains, water cycle and rivers</b> Physical geography: describe and understand key aspects of physical geography, including rivers, mountains and the water cycle.</p>	<p>Use a range of maps, atlases, images, globes and digital mapping. Locate countries and describe features studied in the KS2 National Curriculum. Use compass directions: North, North East, East, South East, South, South West, West, North West to follow and give directions to build knowledge of the UK and the wider world. Accurately use six-figure grid references on an map OS map. Draw maps, sketches and plans with accurate symbols, keys and scale. Ask geographical questions about places and environments to carry out investigations and can explain opinions from a range of view points.</p>	<p>European region: region, climate, fjord, glacier, precipice, economy, settlement, immigration, latitude, tundra, subarctic, permafrost, archipelago, weather, continent, landscape, environment, vegetation, resources, settlement, population, community, locality, trade, tourism</p> <p>Mountains, water cycle and rivers: precipitation, impermeable, surface runoff, saturation, condensation, evaporation, bed, bank, channel, current, downstream, depth, erosion, flood, flood plain, landform, meander, mouth, drainage basin, source, transportation, tributary, valley, waterfall, continent, landscape, settlement</p>

<p>Y6</p>	<p><b>Types of land-use and settlements</b> Human geography: describe and understand key aspects of human geography, including types of settlement and land use.</p> <p><b>Economic activity including trade links</b> Human geography: describe and understand key aspects of human geography, including economic activity including trade links.</p>	<p>Use a range of maps, atlases, images, globes and digital mapping. Locate countries and describe features studied in the KS2 National Curriculum. Use compass directions: North, North East, East, South East, South, South West, West, North West to follow and give directions to build knowledge of the UK and the wider world. Accurately use six-figure grid references on an OS map. Draw maps, sketches and plans with accurate symbols, keys and scale. Ask geographical questions about places and environments to carry out investigations and can explain opinions from a range of view points.</p>	<p>Types of land-use and settlement: sustainable, settlement, land use, infrastructure, primary data, source, human features, physical features, social considerations, services, economic considerations, environmental considerations, flora, fauna, landscape, resources, population, community, trade, development</p> <p>Economic activity including trade links: local, national, global, international, business, customers, product, produce, economic activity, export, fair trade, import, shop, trade, wages, distribution, employment, growth, tourism, continent, environment, vegetation , resources, settlement, region, locality, sustainability</p>
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**Geography National Curriculum KS1**

		Blandford	Seasons	Africa	Hot and cold
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: <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	✓		✓	
Geographical skills	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	✓		✓	
	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.	✓	✓	✓	✓

### Geography National Curriculum KS2

		3	3	4	4	5	5	6	6
		Volcanoes & earthquakes	UK	South America	Biomes	Rivers and mountains	European	Blandford	Trade
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	✓	✓	✓	✓	✓	✓		
	Describe and understand key aspects 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.		✓		✓	✓		✓	

## Progression of our Key Concepts

Place			
<p><i>Place as a concept develops understanding of the physical and human characteristics of places. Understanding a place relates to the opinion and meaning that people attach to a location. We may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. As a concept it examines the uniqueness of a space and questions what is specific about this area. Place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.</i></p>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> <li>Describe human and physical features of their immediate environment.</li> <li>Identify physical and human features of places studied.</li> </ul>	<ul style="list-style-type: none"> <li>Describe physical and human features of their locality and key features of the four countries of the United Kingdom.</li> <li>Identify similarities and differences of physical and human features between where they live and other places.</li> <li>Identify some 'hot' and 'cold' countries/places and know what it is like there (weather, temperature, plants and animals etc)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the similarities and differences of physical and human geographical features between places studied.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and discuss a range of reasons for geographical similarities and differences between countries.</li> <li>Use a variety of maps to locate and identify geographical regions and physical and human characteristics of countries and places studied.</li> </ul>

Location			
<p><i>Location as a concept can be explained in terms of a designated area, a locality such as a town, city or country. It can be defined as a human settlement or archaeological site. Location is used as a geographers tool of description. Also studied is a place's 'absolute location' its precise and fixed place on Earth, regularly referred to in terms of latitude and longitude. Whereas 'relative location' will allow the involvement and opportunity to compare position in relation to differing landmarks or places.</i></p>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> <li>Know where they live.</li> <li>Describe their journey from home to school.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Know the name and location of the world's continents and oceans.</li> <li>raw comparisons on their locality to other local places such as where their house, school, local parks, woodland, beach etc. are in relation to each other and will use simple reasoning to give explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of counties and cities of the UK.</li> <li>Know the names of the countries and capital cities of neighbouring European countries.</li> <li>Name and locate the world's major biomes and vegetation belts using a world map.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names the countries and capital cities of countries around the world.</li> <li>Identify and name the tropics of Cancer and Capricorn, as well as the Arctic and Antarctic circles, and locate the lines of longitude and latitude, and use them to help describe the location of a place.</li> </ul>

### Interaction

*The concept of interactions studies the flows, movements or exchanges that link places together. Interactions like migration can lead to two places becoming interdependent upon each other. It looks at how an incident in one area can have an effect on a different area and become interconnected. Examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions. It also looks at the interaction between humans and land.*

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> <li>Know simple connections between people and places and places and places (for example farm, food and distribution)</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand different types of settlement and how land is used and why it is used in that way.</li> <li>Know that changes in seasons and daily weather impacts on how people live.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how physical features of a landscape influence where settlements have developed and how the land is used.</li> <li>Describe and understand volcanoes and earthquakes and their impact on physical and human geography of an area</li> </ul>	<ul style="list-style-type: none"> <li>Explain how countries and geographical regions are interconnected and interdependent</li> <li>Identify and describe how the physical features affect the human activity within a location (including rivers and mountains)</li> <li>Describe and understand the impact natural resources has on the economic activity of an area</li> <li>Understand fairtrade.</li> </ul>

### Change and sustainability

*This concept looks at how people effect the world and how we have the ability to change it. The concept will develop an understanding of the natural world in relation to change, systems, biodiversity, living and non-living elements, interconnections, sustainability and various processes. It will also examine how people settle and move into and from areas for various reasons.*

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> <li>Identify how a place has changed</li> <li>Know how to care for the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>Identify how people have changed a place or feature</li> <li>Explain how some people spoil an area Explain how some people try to make an area better (physical and human elements)</li> <li>describe some of the ways that the world's climate is changing and to understand what we can do daily to reduce our waste, save energy and create a more sustainable world.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways a location could be changed and/or improved</li> <li>Explain how people are trying to manage and sustain or improve their environment</li> <li>Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features</li> <li>Know how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future</li> </ul>	<ul style="list-style-type: none"> <li>Explain how a location has changed over time</li> <li>Identify ways in which humans have both improved and damaged the environment and suggest responses</li> <li>Explain how some human activity has caused damage to the environment</li> <li>Know a range of strategies that can be used to reduce the negative impact that humans can have on the environment</li> </ul>

## Other Progressions

### Geographical Fieldwork Skills Enquiry

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> <li>• Explain own knowledge and understanding, and ask appropriate questions</li> <li>• Retrieve information from maps and photographs</li> <li>• Record, using marks they can interpret and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Understand some ways we find out about different places</li> <li>• Choose and use information from different sources to communicate geographically (for example, drawing a map, presenting data)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that different sources can give us different information</li> <li>• Vocalise and express their own opinions, backing this up with evidence</li> <li>• Present data from geographical fieldwork in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and conduct their on lines of enquiry</li> <li>• Construct informed responses by considering different sources of information</li> <li>• Select and organise relevant geographical information, making informed conclusions based on fieldwork</li> </ul>

### Geographical vocabulary

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> <li>• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday geographical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the appropriate use of geographical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of geographical terms accurately when describing or comparing place, discussing geographical impact and fieldwork</li> </ul>