

GEOGRAPHY : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

"The natural world is the greatest source of excitement. The greatest source of visual beauty. It is the greatest source of so much in life that makes life worth living." (David Attenborough)

Aims and Rationale

At our schools, we offer a structure and sequence of lessons to ensure we have covered the skills required to meet the aims of the National Curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally-significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination for the world and its people that will remain with them for the rest of their lives. The way we teach geography offers a range of opportunities for investigating places around the world as well as physical and human processes. We intend to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

In KS1, children begin to use maps and recognise physical and human features relating to the local area, building to using maps to explore the continents and oceans of the world in Year 2. Further, in Year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our planned learning opportunities help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical, engaging tasks beyond the classroom. These content and sequencing choices have been informed by the National Curriculum objectives.

We believe that the impact of teaching geography in the way we do is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

FOUNDATION	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
• Discuss the place in which we live. • Make observations of plants, animals and naturally-found objects. • Discuss the things children have observed. • Observe a plant over time. • Discuss similarities and differences between naturally-found objects. • Discuss why things occur and change. • Discuss how humans affect the world we live in.	• Talk about similarities and differences between themselves and others, and among families, communities and traditions. • Know about similarities and differences in relation to places, objects, materials and living things. • Talk about the features of their own immediate environment and how environments might vary from one another.
YEAR 1	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
• The UK, including its capital cities and surrounding seas. • Features from Britain in the 1960s and the USA. • Comparisons between our locality and a non-EU locality . • Seasonal changes and locating hot and cold areas of the world in relation to the Equator . • Famous explorers from around the world. • Simple points of the compass and directions. • Using aerial photographs to provide information about a location.	• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • Start to name and locate the world's seven continents. • Identify seasonal and daily weather patterns in the United Kingdom (<i>science link to seasonal change</i>).

• Simple fieldwork within the locality. • Use world maps, atlases and globes to identify the United Kingdom, as well as the countries, continents and oceans studied this year. • Explorers - Ernest Shackleton and Robert Falcon Scott, investigating hot and cold places • Destination Space (comparing UK and USA in the 1960's) • Go Wild (investigating non EU locality) • Under the Sea (investigating the world's oceans)	<u>Skills</u> ❑ <i>Begin to use aerial photographs to recognise landmarks and basic human and physical features including factory, city, port, river, forest, mountain.</i> ❑ <i>Begin to use locational and directional language. E.g near and far, left and right to describe the location of features and routes on a map.</i> ❑ <i>Use world maps, atlases and globes to identify the UK and its countries as well as the countries and continents studied at this stage.</i> ❑ <i>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.</i>
YEAR 2	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
• Know all of the capital cities in the UK. • Name and locate the world's seven continents . • Name and locate the world's five oceans. • Identify the United Kingdom and its countries. • Know key geographical details about a small area of the United Kingdom. • Understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	• Name and locate the world's seven continents and five oceans. • Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Explore and describe geographical similarities and differences through the study of the physical features of a small area of the United Kingdom and a small area in a contrasting non-European country. <i>E.g Scarborough v Kenyan Village - beach, cliff, coast, soil, valley, hill, sea, season and weather, vegetation.</i> • Explore and describe geographical similarities and differences through the study of the human features of a small area of the

• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in Year 1. • Explorers- seasonal changes and using world maps. • An area within the United Kingdom compared to an area within Africa (Go Wild) and compare the UK and USA in the 1960's. • Under the sea looking at the 5 oceans and 7 continents.	United Kingdom and a small area in a contrasting non-European country. <i>E.g Scarborough v Kenyan Village - town, village, farm, house, office, harbour and shop.</i> <u>Skills</u> ☐ Use aerial photographs of study areas to recognise landmarks and basic human and physical features. ☐ Devise a simple map and use basic symbols in a key. ☐ Use simple compass directions (North, South, East and West) ☐ Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this stage.
YEAR 3	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
• Locational knowledge. • Mountains Study the physical geography of mountains and mountain ranges and their formation Begin to understand the composition of the Earth	• Identify key physical features of the UK and describe their characteristics. <i>-e.g hills, mountains, coasts and rivers,</i> • Identify and describe key human characteristics of the UK.

Locate key mountains and mountain ranges - use maps, atlases and globes to locate countries and describe features studied. - Volcanoes and Earthquakes Describe and understand key aspects of volcanoes, including the link between tectonic plates and the formation of volcanoes Understand where volcanoes are located in the world - use maps, atlases and globes to locate countries and describe features studied. Describe and understand key aspects of earthquakes and the movement of tectonic plates. Locate some seismic zones - use maps, atlases and globes to locate countries and describe features studied. - Settlements In the context of Anglo-Saxon settlement, describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources. Understand some aspects of human geography - place names that describe the settlement. Locate some of the world's countries using maps to focus on Europe.	<i>-e.g land use patterns, cities, counties, countries, population, urban and rural, settlement types.</i> - Compare two localities within the UK with contrasting human and physical features. <i>-e.g local v contrasting place, rural v urban.</i> - Start to use appropriate geographical terminology. <i>See examples above.</i> <u>Skills</u> ☐ Accurately apply basic map skills for example atlases, 4 point compass, coordinates, symbols and keys. to the areas studied. ☐ Begin to understand how an atlas works.
YEAR 4	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
- Locational knowledge - Economic activity Study an area of the UK which has changed over time e.g. Leeds/York. Look at reasons why e.g. industrialisation, tourism, city of culture etc	Describe how physical and human characteristics in the UK have changed over time and give reasons for these changes. <i>e.g How rural and urban areas in northern England have developed over time.</i>

Study two contrasting areas within Europe e.g. Normandy/Brittany coast to Alps.	- Identify the physical features of a region in Europe and describe their characteristics. <i>e.g hills, mountains, coasts and rivers,</i> - Identify and describe the human characteristics of the same region in Europe <i>-e.g land use, cities, regions, countries, population, urban and rural, settlement type.</i> - Compare two localities within Europe with contrasting human and physical features. <i>e.g Southern Italy- looking at location, economic activity and how this relies on location and surroundings, volcanic activity.</i> - Start to use appropriate geographical terminology. <i>See examples above.</i> <u>Skills</u> ☐ <i>Independently use four figure grid references when reading Ordnance Survey maps.</i> ☐ <i>Locate places using an atlas.</i>
YEAR 5	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do

- Locational knowledge.
- Rivers (South America) - physical and human geography in relation to the river.
- Water Cycle.

Study of the Amazon River, Amazon Rainforest and surrounding areas (Amazonian River Towns). Focus on the physical features of the river and surrounding landscape; and the human geography of local inhabitants.

Link learning to the water cycle, including particular focus on glaciers and rivers and the impact that climate change has had on the Amazonian region.

- Identify and describe the physical features of a region within North or South America. *e.g hills, mountains, coasts and rivers, water cycle, climate zones, biomes and vegetation belts (rainforests).*
- Identify and describe the human characteristics of a region within North or South America. *e.g land use, cities, regions, countries, population, urban and rural.*
- Explain how physical and human characteristics may be interdependent.
-e.g climate zones within South America, rainforests, economic activity and links to natural resources and impact of human activity on the natural world.
- Describe and begin to explain how physical and human characteristics in the region studied have changed over time and give reasons for these changes.
e.g shrinking rainforests or glaciers.
- Continue to develop appropriate geographical terminology. See *examples above.*

Skills

- ☐ Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere, tropics, Arctic and Antarctic circle, the Prime and Greenwich Meridian and time zones (including day and night)
- ☐ With support, use six figure grid references (including using Ordnance Survey map).

	☐ Find human and physical features using an atlas.
YEAR 6	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
- Locational knowledge - Rainforests, including Fair Trade - Pupils to study 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. - Climate zones - pupils to study woodland area in a region of the United Kingdom (Dalby Forest, Sherwood Forest, Kielder Forest, etc.), a region in a European country (Schwarzwald in Bavaria, Germany), and a region within North or South America (Amazon Rainforest, etc.) - Coasts - erosion and how areas have changed over time.	- Explain the processes and formations of physical landscapes. <i>e.g a volcano formation</i> - Explain processes involved in the development of human environments. <i>e.g how urban areas grow/change.</i> - Describe and explain the differences and similarities in the human geography of previously studied regions of the UK, a European region and region of North or South America. <i>e.g settlements, economic activity including trade links.</i> - Describe and explain the differences and similarities in the physical geography of previously-studied regions of the UK, a European region and region of North or South America. <i>e.g mountains, rivers, coasts, etc.</i>

	• Demonstrate a command of appropriate geographical terminology. <i>For example latitude, longitude, plate boundaries, tectonics, evaporation, transpiration.</i> <u>Skills</u> ☐ Independently use six figure grid references when reading Ordnance Survey maps ☐ Apply eight point compass . ☐ Demonstrate a knowledge of a variety of map symbols. ☐ Independently use an atlas to efficiently gather information necessary. <i>By the end of Year 6, students will have experience of a fieldwork enquiry which enables them to observe, measure, record and present physical and human features in the local area. This should include the use of digital mapping/GIS, sketch maps, plans and graphs.</i>
YEAR 7	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
	• Demonstrate extended knowledge of the physical and human features of the world's major countries and regions. • Compare and contrast geographical similarities, differences between places through the study of contrasting regions or environments.

	• Begin to make links between at least two contrasting locations across the world. • Explain the development of physical landscapes using a named example. • Explain the development of a human environment using a named example. • Describe geographical models and theories. • Begin to analyse basic data sources including graphical and cartographic. <u>Skills</u> ☐ Consolidate and extend OS map skills including 4 and 6 figure grid references, scale, distance, symbols, relief and 16 point compass.
YEAR 8	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
	• Explore the impact of physical processes on human environments. • Explore the influence of human activity on the natural world and its processes.

- Link models and theories to human and physical themes.
- Analyse and interpret a range of data sources including graphical, cartographic, statistical.
- Explain the development of physical landscapes using named exemplars at a variety of scales using specific geographical terminology.
- Explain the development of a human environment using named exemplars at a variety of scales using specific geographical terminology

Skills

- ☐ *Apply OS map skills to physical and human themes studied.*

By the end of KS3, students will have experience of conducting fieldwork in contrasting locations, including the collection, presentation and analysis of both primary and secondary data. They will draw conclusions from geographical data.

YEAR 9	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
	• Explain how human and physical processes interact to influence, and change landscapes, environments and the climate over different scales of space and time • Explain how human activity relies on the functioning of natural systems. • Apply models and theories to relevant geographical contexts and locations. • Begin to see links between data sources including graphical, cartographic, statistical. • Use GIS to view, analyse and interpret places and data. By the end of KS3, students will have experience of conducting fieldwork in contrasting locations, including the collection, presentation and analysis of both primary and secondary data. They will draw conclusions from geographical data.