



Curriculum:

Progression in Geography



INTENT - The Geography Curriculum

End of Key Stage outcomes are taken from ELG's with a specific geographical focus* as well as National Curriculum outcomes for the end of Key Stage. In order to make children's progress develop on an upward trajectory, the objectives are split into targeted year groups. Furthermore, the geography curriculum at our schools is bespoke to the children's experiences and the geographical location of the school. For example, KS1 children begin by looking at why their local town of Bedale is special, before investigating the four countries of the UK. LKS2 children study UK localities in detail, before UKS2 children use the skills they have learnt lower down the school and apply them to contrasting world localities. When studying localities, comparisons will always be drawn to our specific location – relevant links drawn between key features of North Yorkshire such as the Yorkshire Dales, the North Yorkshire Moors, the Pennines and the history of Jorvik.

It is our aim for children to leave our schools as competent geographers having a broad opportunities to practise skills and a regular diet of fieldwork, the opportunity to experience geography in context and have the fundamental knowledge of the UK and wider world they will need in later life. We also to inspire children as geographers through topics which will engage them such as investigating natural disasters and the impact of tourism. Geography is everywhere!

EYFS*

- Children know about similarities and differences in relation to **places**, objects, materials and living things.
- Children can talk about their own immediate environment and how environments might vary from one another.

IMPLEMENTATION - Progression in Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none">Understand that the world is made up of different continents and begin to name someUnderstand that oceans exist between continents and begin to name some.Know that we live in England, UK, Europe.	<ul style="list-style-type: none">Name the seven continents of the world and identify each on a map.Be able to locate a non-European country and describe key geographical features.Locate the four countries of the United Kingdom.Know the capital cities of each country of the United Kingdom.Name and describe key landmarks within countries of the UK (i.e. the Giants Causeway, the Scottish Highlands, the Yorkshire Dales)	<ul style="list-style-type: none">Use atlases to locate counties within the UK.Name and locate six additional major UK cities (Manchester, Birmingham, Glasgow, Leeds, York and Bristol) as well as describing key characteristics of each.Use vocabulary such as latitude, longitude, Hemisphere, Tropics, Circle, GMT etc. when describing features of locations studied.Know and describe key topographical features of the UK (rivers, mountains etc)Use atlases to investigate the continents of the world – with a focus on mountainous European countries.Be able to describe the approximate position of UK counties without an atlas.Use atlases to investigate North and South America and know their major cities and features.Describe how a city studied in LKS2 (Manchester, Leeds, Birmingham, Glasgow, York, Bristol) has developed over time *History link				
Place Knowledge	<ul style="list-style-type: none">Notice what is in our village.Talk about what it is like where we liveIdentify simple similarities and differences in geographical photographs	<ul style="list-style-type: none">Study our local area in detail.Study small areas of UKCompare and contrast small area of UK with small area of non-European country	<ul style="list-style-type: none">Partake in an in-depth study of the Cornish coast, drawing comparisons with our locality.Partake in an in-depth study of the Alps region of Europe, drawing comparisons between other areas studied.Partake in an in-depth study of the Amazon region of South America, comparing with other localities studied.				
Human & Physical Geography	<ul style="list-style-type: none">Describe our village using geographical languageObserve and describe a range of places around the world seen in photographsDifferentiate between types of weather.	<ul style="list-style-type: none">Use geographical vocabulary (see below) to describe the human and physical features of localities studied.When studying maps, locate hot and cold areas of the world in relation to the North and South PolesIdentify seasonal and daily weather patterns in the UK.	<ul style="list-style-type: none">Use geographical vocabulary and real-life examples to describe the human and physical features of localities studied (see vocabulary below)When studying the contrasting UK locality, investigate mountains, rivers and the seas of the UK.In addition to the vocabulary covered in KS1/LKS2 children should also become familiar with the belowInvestigate natural disasters which can impact on the safety of the population of the world and economic activity / trade.				
Fieldwork & Skills	<ul style="list-style-type: none">Explore a range of non-fiction books about places around the world.Use globes, maps and compasses in their role play.Talk about what they notice using geographical vocabulary.Create 3D maps of the worldDraw simple fictional mapsIdentify geographical features within their own emergent map making.Use locational and positional language in their role-playName the seasons in order.	<ul style="list-style-type: none">Reach a simple conclusion to a fieldwork questionAsk questions about specific places and environmentsMake simple observationsUse a photo, video or audio taken by an adult as evidenceUse aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.Use picture maps and globesCan use an atlas to identify the UK and it's four countriesDraw a simple sketch map of the locality being studiedDraw maps and create own map symbolsUse simple compass directions to describe locations and routesUse locational & directional language to describe the location of features and routes on mapsMeasure using simple words and frequency recordingMake simple observations of the weather and seasonal changes	<ul style="list-style-type: none">Make detailed observationsUse a camera, audio or video to record observationsDraw a sketch map with labels identifying human and physical featuresAsk questions about local environmentsMeasure using a tally and standard unitsPresent findings using maps and graphsReach a conclusion to a fieldwork questionUse a simple atlasUse an atlas to identify continents and oceansUse the four compass pointsUse aerial photographs to recognise key featuresDraw a simple map with agreed map symbolsAsk a series of questions about places and environmentsMake increasingly detailed observations about localities abroadPlan, investigate and reach a conclusion to a fieldwork questionUse atlases and ordnance survey maps with increasing complexityUse six figure grid references to describe locationsUse eight compass pointsDraw a more detailed map with agreed map symbols				

Progression in Vocabulary	Home School Place Country Village People World Continent Ocean	Transport, Population City, Mountain, valley, vegetation Continent, River, Stream, Water Source Country, North Pole, South Pole, Equator Settlement, Town, Village, Hamlet Beach, cliff, coast, forest, hill, sea, ocean, soil, factory, farm, office, port, harbour, shop	Climate zone, Tropic of Cancer Human, Tropic of Capricorn, Physical, Time Zone, GMT County, Equator, Water Cycle City, Arctic Circle, Antarctic Circle Latitude , Longitude, Equator settlements and land use	Trade, Biome, vegetation belts, Tourism Land-use, Ecosystem Economic activity Deprivation Distribution Natural resources Volcano Earthquake
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IMPLEMENTATION FS2/Y1

(Over 6 terms – 2 years- 3 should have a geography focus)

A: Goldilocks & The Gruffalo	A: Living by the Lake	Ongoing Locational Knowledge
<ul style="list-style-type: none"> • Explore and compare features of maps, atlas, aerial photos, perspective plans • Use maps and globes to locate UK. • Identify four countries within UK • Locate England within UK • Devise a fictional picture/3D living map • Devise a fictional map using a basic key for simple geographical features • Identify North on own maps • Make observations and notes of Hunton's key human and physical geography. • Draw a simple sketch map of Hunton • Give locational & directional language to describe the location of features and routes on maps 	<ul style="list-style-type: none"> • Observe & describe drawings, photos and maps to identify key human and physical geographical features of the Lake District & Lake Victoria, Kenya • Use maps and globes to locate UK & Africa. • Study and describe Windermere, Lake District creating recommendations for tourists. • Consider the environmental impact of tourists on the area. • Compare and contrast Windermere with Lake Victoria 	<p>'Locational knowledge' targeting 'continents & oceans' and 'poles & equator' will be introduced each autumn.</p> <p>Children will have access to our Continent core provision boxes and Geography area at all times to support their 'Jigsaw Learning' themes.</p> <p>Practitioners will strive to support children in linking learning to relevant locational understanding throughout the year.</p>
Fieldwork: Hunton	Fieldwork: Thorpe Perrow	

B: What did the Ladybird see in Hunton?	B: A Trip to China	Ongoing Locational Knowledge
<ul style="list-style-type: none"> • Explore and compare features of maps, atlas, aerial photos, perspective plans • Use maps and globes to locate UK. • Identify four countries within UK • Locate England within UK • Draw a simple sketch map of Hunton • Devise a picture/3D living map • Devise a map of Hunton using a basic key for simple geographical features • Identify North on own maps • Make observations and notes of Hunton's key human and physical geography. • Give locational & directional language to describe the location of features and routes on maps 	<ul style="list-style-type: none"> • Observe & describe films, photos and maps to identify key human and physical geographical features of the Hunton, UK & Chan'gou, China • Use maps and globes to locate UK & China. • Study and describe Chan'gou, China creating recommendations for tourists. • Compare and contrast Hunton village with Chan'gou village 	<p>'Locational knowledge' targeting 'continents & oceans' and 'poles & equator' will be introduced each autumn.</p> <p>Children will have access to our Continent core provision boxes and Geography area at all times to support their 'Jigsaw Learning' themes.</p> <p>Practitioners will strive to support children in linking learning to relevant locational understanding throughout the year.</p>
Fieldwork: Hunton	Fieldwork: Big Sheep/ Monk Park/ Hazel Brow farms	

IMPLEMENTATION – Y2

(Over 6 terms – 2 years- 3 should have a geography focus)

Brilliant Bedale	Meet Miss Morag	Incredible India	What Weather? (Short unit) Science / Mathematics Link
<ul style="list-style-type: none"> Locate England, Scotland, Ireland and Wales Know the capital cities of the UK Locate Bedale on a map of the UK Describe key human and physical features of Bedale (see NC) Investigate the question, ‘Why do people visit Bedale?’ Make simple observations during a fieldwork study. Describe what people may see in the Yorkshire Dales. Draw maps of Bedale and create own map symbols. Work in a group to ask questions about local environments 	<ul style="list-style-type: none"> Compare and contrast Bedale with the fictional Isle of Struay. Identify key human and physical features on the Isle of Struay (see NC) Use picture maps to explore the Isle of Struay Create own map and create map symbols of human and physical features Use directional language to move between fictional locations Describe what people may see in the Scottish Highlands. 	<ul style="list-style-type: none"> Name the seven continents of the world and identify each on a map. Be able to locate India and describe key geographical features. Describe how the city of Mumbai is different from Bedale and / or The Isle of Struay. When studying maps identify hot and cold areas of the world in relation to the North and South Poles and the equator. Ask questions about specific places and environments 	<ul style="list-style-type: none"> Measure using simple observations and frequency of recordings. Identify seasonal and weather change patterns. Investigate landmarks across the four countries (Stonehenge, The Giant’s Causeway etc.) remarking on whether they are human or physical.
Fieldwork: Visit to Bedale			Fieldwork: Weather investigation in school grounds

IMPLEMENTATION – KS2

(Over 6 terms – 2 years- 3 should have a geography focus)

UK OK	Water, Water	Cornwall
<ul style="list-style-type: none"> • Use atlases to locate counties within the UK. • Name and locate six additional major UK cities (Manchester, Birmingham, Glasgow, Leeds, York and Bristol) as well as describing key characteristics of each. • Use vocabulary such as latitude, longitude, Hemisphere, Tropics, Circle, GMT etc. when describing features of locations studied. • Know and describe key topographical features of the UK (rivers, mountains etc) • Use geographical vocabulary to describe the human and physical features of the locations studied, with a specific focus on Whitby. • Compare and contrast Whitby to our locality. • Conduct and reach a conclusion to a fieldwork question. • Complete a fieldwork questionnaire. • Draw a simple map with agreed map symbols. • Use the four compass points. 	<ul style="list-style-type: none"> • Use atlases to locate counties within the UK. • Know and describe the major rivers of the UK. • Be able to give a simple explanation of the water cycle. • Use geographical vocabulary and real life examples to explain physical features of the environment. • Make detailed observations • Use a camera, audio or video to record observations • Ask questions about local environments • Take part in a fieldwork study of a local river. 	<ul style="list-style-type: none"> • Compare localities previously taught with a contrasting UK locality (the Cornish coastline) • Use geographical vocabulary and real life examples to explain physical and human features in the environment. • Read and study ordnance survey maps. • Give four point grid references. • Ask a series of questions about places and environments. • Investigate mountains, rivers and seas of the UK when comparing and contrasting the UK locality. • Describe the position of Cornwall in terms of its geography of the UK, the proximity to UK cities and other topographical landmarks. • Describe the different types of settlements.
Fieldwork: Village Study	Fieldwork: River visit	

IMPLEMENTATION – KS2

(Over 6 terms – 2 years- 3 should have a geography focus)

The Rainforest	It's a Disaster	Move that Mountain	Changes in Time (Short Unit) History Link
<ul style="list-style-type: none"> • Use atlases to investigate the continents of the world and their geographical features • Use atlases to investigate key countries. • Use atlases to investigate North and South America and know their major cities and features. • Compare a contrasting locality (The Amazon Rainforest) in South America with previously studied localities and Hunton. • Describe the biomes and ecosystems within the rainforest. • Make increasingly detailed observations about localities abroad. • Use atlases with increasing complexity. • Describe the human and physical features of the locality studied 	<ul style="list-style-type: none"> • Use atlases to investigate the continents of the world and key countries / their geographical features. • Investigate and locate physical features of the UK which could lead to natural disasters (volcanoes etc.) • Investigate how weather can change the localities over time. 	<ul style="list-style-type: none"> • Draw detailed maps using agreed map symbols. • Use atlases to investigate the continents of the world and their geographical features. • Use atlases to investigate and locate key countries. • Compare a contrasting European locality (The Alps) • Describe the geographical features of the locality studied. • Compare the Alps with other mountain ranges of the world (climate / formation etc.) • Investigate the positive and negative impact tourism is having on environments. 	<ul style="list-style-type: none"> • Make increasingly detailed observations about localities • Study maps and investigate the changes in localities over time. • Investigate and use eight compass points to describe a location. • Be able to describe the approximate position of UK counties without an atlas. • Describe how a city studied in LKS2 has developed over time (York) • Become more familiar with a range of grid references • Investigate and describe locations using an increasing range of digital and paper-based maps. • Describe how settlements have changed over time.
Fieldwork:	Fieldwork: Museum Visit		Fieldwork Link with local history unit

IMPLEMENTATION - Rationale

Our geography curriculum is carefully designed to consider the needs of our pupils – for in KS1 children begin by studying their village of Hunton, then Bedale and its uniqueness as a market town in England before looking outwards in terms of building their locational knowledge, equally studying the city of York and the changes over time is key to developing the children's local geographical and historical enquiry. The children's locational knowledge of UK geography is built steadily – first identifying the countries of the UK, then investigating counties and cities before being able to describe their approximate location and features without the aid of an atlas.

In world geography, countries chosen are specific and allow links to be drawn between subjects. For example in KS1 the close-study of India allows us to challenge stereotypes. In Y3/4 children secure their understanding of contrasting UK localities, before studying contrasting localities around the world in Y5/6. Children begin to investigate weather in KS1 with seasonal changes before investigating extreme weather in UKS2.

Our provision for geographical fieldwork allows children to develop fieldwork skills throughout the school. Links allow children to experience a topic with a heavy fieldwork emphasis at least once a year.

IMPACT

We aim for all of our children to leave us as geographers- they should have a solid knowledge base which will stand them in good stead for future education. We aim to teach them about their local area through carefully progressive units. Crucially, we have created a bespoke curriculum which allows them to investigate geography which is relevant to them now and, importantly, as adults of the future – for example through the exploration of sustainable tourism when studying contrasting localities. Through fieldwork children will gain skills which will be useful in later life. Careful links between subjects such as science, history, computing and mathematics will allow children to gain a depth through other areas of learning.

LONG TERM PLAN – FS/KS1

YEAR A

	Autumn		Spring		Summer	
FS/Y1	Goldilocks & The Gruaffalo	History Focus	History Focus	History Focus	Living by the Lake	History Focus
Y2	Brilliant Bedale	History Focus	History Focus	Meet Miss Morag	Incredible India	History Focus

YEAR B

	Autumn			Spring		Summer	
FS/Y1	What did the Ladybird see in Hunton?	History Focus	History	History Focus	History Focus	A Trip to China	History Focus
Y2	Brilliant Bedale	History Focus		History Focus	Meet Miss Morag	Incredible India	History Focus

- ‘What Weather?’ objectives to be taught simultaneously throughout the year, making links where appropriate.

LONG TERM PLAN – KS2 (4 year rolling programme)

YEAR A

Autumn	Spring	Summer
History Focus	History Focus	Move That Mountain

YEAR B

Autumn	Spring	Summer
History Focus	It's a Disaster!	Changes in Time (York) (Geo / His)

YEAR C

Autumn	Spring	Summer
UK OK	History Focus	Water, Water

YEAR D

Autumn	Spring	Summer
The Rainforest	Cornwall	History Focus