

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.

Geography Progression	EYFS	KS1		LKS2		UKS2	
		Year A	Year B	Year A	Year B	Year A	Year B
Learning through the context of:	Seasons Worldwide festivities	Africa - Kenya	London The seaside, countryside, Lincolnshire	Italy Volcanoes	North America Egypt Rivers	Greece Anglo-Saxons/Vikings	South America – rainforest De-forestation Climate change Farming, food, trade links, Lincolnshire land use
Why this? Why now?		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 first-hand experiences such as special visitors.	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 upon the knowledge and learning from the History unit.	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. The study of volcanoes helps children understand the historical importance of Mount Vesuvius.	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 develop geographical field study skills and compare local rivers to rivers in Africa and the relationship to the coast (studied in KS1)	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 as Africa in KS1), with a look into another European country.	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.
Visits, Visitors:	Facetime a farmer	African Workshop day	Anderby Creek Beach Village walk		Snipe Dales to the Sea		Parrot Zoo Alford Farming Museum Alford windmill

<p>Knowledge of Place, People and physical geographical features</p>	<p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<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 the way they are e.g. shops, Kenyan shambas (villages) • 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 	<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 and give detailed reasons • 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 	<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 capitalised on their physical and human features • Name a number of countries in the Northern Hemisphere 	<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.</p> <p>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>Research the key aspects Egypt’s physical geography including biomes, vegetation belts, rivers, mountains,</p> <p>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>		

			<p>think that people ever spoil the area or make it better? How?</p> <ul style="list-style-type: none"> • Use compass directions (N, S, E, W) to describe locations – orienteering in the schoolgrounds 		<p>Explain why many cities of the world are situated by rivers and why this makes it an attractive location Name the rivers of the UK and describe the impact on the human and physical geography of the places they are found Name 6 major rivers of the World including the Nile Use the language of erosion, deposition, transportation to explain the river's journey Compare how river use has changed over time and research the impact upon trade Research how water affects the environment, settlements, physical changes and sustainability</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
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 the weather affects these areas • 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"> • 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 • 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 	<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 • 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 	<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 Locate and name geographical features on an Ordnance Survey map. Confidently use eight points of a compass to describe the location of a country or geographical feature 	<p>Locate and name countries in Europe and their major cities.</p> <p>Use maps, atlases and globes with confidence to locate countries and describe features studied.</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 landscape/ industry/ features etc. • 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

							<p>Hemisphere, the Tropics of Cancer and Capricorn to a range of countries across the world.</p> <ul style="list-style-type: none"> • 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 explanations (e.g. count traffic and offer and explanation as to why the flow changes at different times) 	<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 • Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions 		<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.