



## Whole School Curriculum Progression Grid: **Geography**

### Intent

At Bucklesham Primary School we believe that Geography helps to provoke **curiosity** and provides answers to questions about the natural and human aspects of the world and our local **community**. Pupils are encouraged to develop a deeper respect, understanding and knowledge of the world, and their place in it. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills through **creative** and **challenging** cross curricular activities.

The curriculum is designed to ensure that teaching equips 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 pupil's progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments and a deepening understanding and respect of the **care of our community** and wider world. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. We encourage children to **communicate** their ideas and learning through a range of recording, such as graphs, photographs, maps, captions and labels.

We seek to inspire in pupils a **curiosity** and respect about the world and its people which will remain with them for the rest of their lives, equipping them well as responsible citizens of the world.

### Implementation

Teaching and learning:

- Creative and inspiring lessons planned with opportunities for children to explore ideas and ask their own questions.
- Exciting practical activities where possible to enable children to experience
- memorable events to embed the learning.
- Cross curricular links where possible, eg Beebots and technology in geography, DT projects linked to History.
- Displays linked to the learning up on the walls and clear, with time lines in every classroom for history to develop understanding of chronology and maps and globes in every classroom to develop understanding of location and place.
- A knowledge organiser in books for children to refer to with clear 'sticky knowledge' ideas in the planning and in the books.
- A title page in books for the beginning of each new topic.

- An informal 'assessment' of knowledge at the start and end of the topic eg. What we already know. What we want to find out. What we have learnt. Either as individuals or as a class or group.

#### Reading:

- Books, both fiction and non-fiction, embedded into the topics and linked into English and linked to History or Geography eg. Goodnight Mr Tom, Katie Morag etc
- Opportunities for children to use non-fiction texts, laptops, atlases, maps etc to read and research topics, places, times, people etc
- A range of texts available in the classroom for children to access during the topics.

#### Language development:

- New vocabulary embedded into children's written work with a clear progression of topic-based history and geography vocabulary from reception through to year 6.
- Opportunities for children to use more challenging vocabulary and challenged to spell it correctly.
- Examples of the new vocabulary embedded into other subjects such as English and in their verbal responses.
- Vocabulary noted in planning, displayed in the classroom and in books as part of the knowledge organisers.

#### Recording:

- Well-presented work at the same standard as would be expected in an English book. Handwriting neat and correctly formed and work set out carefully in order to communicate learning clearly.
- A LO with SC stuck in at the start of each new lesson.
- A range of methods of recording in both subjects including tables, graphs, charts, maps, labelling, captions, diagrams, photographs, questions and explanations, timelines.
- Minimal use of worksheets unless absolutely necessary.
- Opportunities for all children to write longer pieces linked to their work in history or geography.
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#### British values:

- Activities to promote a tolerance and respect for those of other cultures and beliefs and from other parts of the world.
- An understanding of the development of democracy, individual liberty and rule of law and a closer look at links with periods in history in KS2.

#### Culture Capital:

- Opportunities for trips and visits to other places of interest linked to the history and geography topics.
- Visitors to the school linked to the history or geography topics to inspire and support children's knowledge further.

- Use of artefacts, purchased or loaned, to support children's learning.
- Whole school or class dressing up history or geography days to enable children to get a feel for a period in history or for a place eg. Tudor day, Victorian day, Language days etc

Cross Curricular links:

- English- texts to support learning in History and Geography; vocabulary to be challenging and relevant; drama or role play opportunities linked to events in history.
- ICT- use of laptops for research and maps; use of programmable toys such as Beebots or Lego Wedo linked to the history or geography topic.
- Maths- development of recording using graphs or charts, particularly in KS2; coordinates.
- MFL- links to places studied.
- PE- orienteering opportunities; dance linked to a period in history or a place.
- DT/Art- opportunities to develop knowledge of times, places and events through art work, cooking or DT, such as portraits of famous people from history, designing and making an aeroplane or a Viking ship etc.
- Music- songs, music or instruments from other places linked to geography or other times linked to history.
- Science- investigations linked to a geography or history topic such as investigating the best material for making a stone age shelter or developments in science from history such as electricity; KS1 links to seasons and places.

## Impact

Pupils are becoming enthusiastic geographers, equipped with the skills to use maps, globes, atlases and ICT to explore the world. They are developing an understanding of the human and physical geography and processes, of the local environment and the wider world, understanding how changes occur over time. They are developing a growing understanding of the impact of human geography on the world. They use geographical vocabulary accurately in written and verbal responses.

## Breadth of study:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>• Investigate the world's continents and oceans.</li><li>• Investigate the countries and capitals of the United Kingdom.</li><li>• Compare and contrast a small area of the United Kingdom with that of a non-European country.</li><li>• Explore weather and climate in the United Kingdom and around the world.</li><li>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li><li>• Use world maps, atlases and globes.</li><li>• Use simple compass directions.</li><li>• Use aerial photographs.</li><li>• Use fieldwork and observational skills.</li></ul>	<ul style="list-style-type: none"><li>• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</li><li>• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</li><li>• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</li><li>• Locate the geographic zones of the world.</li><li>• Understand the significance of the geographic zones of the world.</li><li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</li><li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</li><li>• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</li><li>• Describe and understand key aspects of:<ul style="list-style-type: none"><li>• physical geography, including: climate zones, biomes and vegetation belts, rivers,</li></ul></li></ul>

mountains, volcanoes and earthquakes and the water cycle

- human geography, including: settlements, land use, economic activity including trade

links and the distribution of natural resources including energy, food, minerals and

water supplies.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

- Use a wide range of geographical sources in order to investigate places and patterns.

- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

EYFS	KS1	LKS2	UKS2
<p><b>Understanding the World:</b> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal Experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<b>Investigate Place</b>		
	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world</li> </ul>

<p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been</li> </ul>	<p>United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> <li>• Name and locate the world's continents and oceans.</li> </ul>	<p>use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p>and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>
<h2>Investigate Patterns</h2>			
<p>read in class.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- Know some similarities and differences between the natural world around them and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• 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.</li> <li>• Identify land use around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul>

<p>contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			<ul style="list-style-type: none"> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>
<h2>Communicate Geographically</h2>			
	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate</li> </ul>



			<p>knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none"><li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li></ul>
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