

# St. Mary's Catholic Primary School – Geography Curriculum Progression

## Geography Intent

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions. We want our children to learn to appreciate, value, care for and understand other people and environments. Geography develops pupils' understanding of the world. Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

### EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS

***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.

#### 0-3 YEARS

- Make connections between the features of their family and other families.
- Notice differences between people.
- Explore and respond to different natural phenomena in their setting and on trips
- Use all their senses in hands-on exploration of natural materials.

#### 3-4 YEARS

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Talk about members of their immediate family and community.

#### RECEPTION

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- **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.

#### Area of Study

#### Year 1

#### Year 2

#### Year 3

#### Year 4

#### Year 5

#### Year 6

#### Knowledge and understanding of locations and places.

##### National Curriculum. Pupils should be taught to:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Name and locate the world's seven continents and five oceans.
- 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

##### National Curriculum. Pupils should be taught to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Name and locate counties & 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, the tropics of Cancer & Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian & time zones (including day and night)
- 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

	<ul style="list-style-type: none"> <li>• Use maps and globes to identify the continents and oceans and understand that both a map and a globe show the same thing</li> <li>• Locate the continents on a paper map.</li> <li>• Use simple compass directions (North, South, East and West) to describe the location of features on a map.</li> <li>• Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</li> <li>• Express own views about a place, people and environment.</li> <li>• Draw and label pictures to show how places are different to the UK</li> <li>• Give detailed reasons to support own likes, dislikes and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Build on prior knowledge of UK regions by using maps to locate countries of Europe.</li> <li>• Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</li> <li>• Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</li> <li>• Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm.</li> <li>• Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.) i.e. Eiffel tower in Paris and relate to UK landmarks.</li> <li>• Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</li> <li>• Use maps, locate the Equator. Consider the countries and climates that surround it and discuss the relationships between these and the countries.</li> <li>• Look at maps, pictures and other sources to identify similarities and differences between a UK region and another country.</li> <li>• Explore physical and human features, draw conclusions between locations using photos/pictures, temperatures, locations and population numbers.</li> <li>• Identify main trade and economy in another country and compare to region of the UK</li> <li>• Look at settlements, particularly in relation to volcanoes – what conclusions can be drawn</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different hemispheres on a map.</li> <li>• Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</li> <li>• Locate and label different countries/continents in the Northern and Southern hemisphere.</li> <li>• Discuss the difference between hemispheres</li> <li>• Use maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</li> <li>• Use and explain appropriate geographical language</li> <li>• Use maps to compare and contrast differences between the UK and other countries, climate, agriculture, tourism etc.</li> <li>• Discuss and compare these differences relate this knowledge to the weather in the local area.</li> <li>• Reach reasoned and informed solutions and discuss the consequences of humans around the world.</li> <li>• Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</li> <li>• Locate all the manmade features of a country e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.</li> <li>• Compare physical and human features, draw conclusions between locations using photos/pictures, temperatures, locations and population numbers. Pose questions and use prior knowledge of map reading.</li> </ul>
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<b>Knowledge and understanding of patterns and processes</b> <b>Human and Physical Geography</b>	<b>National Curriculum. Pupils should be taught to:</b> Use basic geographical vocabulary to refer to: key physical features and human features Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North/South Polies	<b>National Curriculum. Pupils should be taught to:</b> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	
	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</li> <li>• Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</li> <li>• Be able to verbalise and write about similarities and differences between the features of the two localities.</li> <li>• Ask questions about the weather and seasons.</li> <li>• Children to identify the equator and locate the places on the Equator which are the hottest.</li> <li>• Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</li> <li>• Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate places in the world where volcanoes occur.</li> <li>• Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</li> <li>• Use the language of rivers e.g. erosion, deposition, transportation.</li> <li>• Explain and present the process of rivers, earthquakes, volcanoes</li> <li>• Draw diagrams, produce writing and use the correct vocabulary</li> <li>• Relate land use and trade to settlements. Study how land in the local area was used during the historical periods studied. Such as Stone Age and Iron Age.</li> <li>• Look at land use in the same area today and consider how and why this has changed.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements.</li> <li>• Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.</li> <li>• Discover where food comes from.</li> <li>• Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</li> <li>• Ask and answer geographical questions to unpick why human geography may have changed over time.</li> <li>• Ask, research and explain the following questions: Why did the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman life in Lancashire like?</li> </ul>
<b>Geographical Enquiry, Skills and Fieldwork</b>	<b>National Curriculum. Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and routes on a map.</li> <li>- 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.</li> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds – physical and human features.</li> </ul>	<b>National Curriculum. Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world.</li> <li>- 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.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Can use a simple atlas.</li> <li>• Can use the four-point compass: North South, East and West, directions to describe location of features and routes on a map.</li> <li>• Can make detailed observations.</li> <li>• Can use photo, video or audio to gather evidence of what they can see. Can use aerial photos to recognize landmarks and basic human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping.</li> <li>• Can identify the four-point compass directions: N, E, S and W to follow and give directions to build knowledge of the UK</li> <li>• Can use four-figure grid references to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently use a range of maps, atlases, images, globes and digital mapping.</li> <li>• Can confidently and accurately use the eight-point compass directions: N, NE, E, SE, SW, W and NW to follow and give directions to build knowledge of the UK and wider world.</li> <li>• Can accurately use six-figure grid references on an OS map</li> </ul>

	<ul style="list-style-type: none"> <li>• Can use aerial photos to recognise landmarks and basic human and physical features</li> <li>• Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments, including agreed realistic symbols to make a simple key</li> <li>• Can ask adult's questions about the school, its grounds and surrounding environment</li> <li>• Can measure using a guided tally and standard units such as minutes and metres.</li> <li>• Can present findings simply using maps and graph</li> <li>• Can reach a simply described conclusion to fieldwork question or prediction.</li> </ul>	<ul style="list-style-type: none"> <li>• Can make clear links between different observations in the local area</li> <li>• Can use a camera and locate labelled photos on a map</li> <li>• Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area</li> <li>• Can draw an accurate map of a short route using OS symbol.</li> <li>• Can devise and ask questions using geographical vocabulary</li> <li>• Can answer questions about places and environments to aid investigation and express their different opinions relating to issues</li> <li>• Can measure using simple instruments, digital technologies and can measure more than one aspect at once</li> <li>• Can describe the benefits and limitations of data collection methods</li> <li>• Can present data and findings using maps, graphs and digital technologies to show a clear enquiry</li> <li>• route from teacher led question to child led conclusion</li> <li>• Can reach a simply explained conclusion to the fieldwork question or prediction</li> </ul>	<ul style="list-style-type: none"> <li>• Can make clearly explained links between observations in the local area and the wider world to identify patterns</li> <li>• Can use a camera and locate annotated photos on a map</li> <li>• Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area</li> <li>• Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale.</li> <li>• Can devise and ask questions using geographical vocabulary and make notes to express own opinions and recognise why others may have different points of view</li> <li>• Can ask a range of geographical questions to carry out an investigation and explain opinions from a range of different points of view.</li> <li>• Can accurately measure human and physical features in the local area using a range of appropriate instruments</li> <li>• Can confidently justify and evaluate data collection methods</li> <li>• Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route</li> <li>• Can reach a described and explained conclusion to a fieldwork question</li> </ul>
<b>Knowledge and understanding of environmental change and sustainable development</b>	<b>Pupils at St. Mary's should be taught to:</b>	<b>Pupils at St. Mary's should be taught to:</b>	
	<ul style="list-style-type: none"> <li>• Understand some of the present changes that are happening in the local environment or at school and can suggest ideas for improving the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that different people hold different views about an issue and begin understand some of the reasons why.</li> <li>• Understand the effect of landscape features on the development of a locality and can describe how people have been affected by changes in the environment.</li> <li>• Recognise that people have differing quality of life living in different locations and environments and can explain about key natural resources e.g. water in the locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about changes in the world environment and understand why people seek to manage and sustain their environment.</li> <li>• Understand the impact of key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water on societies.</li> <li>• Use maps, charts etc. to support decision making about the location of places (new bypass).</li> </ul>