

Queenswood Primary School and Nursery

Geography Curriculum Progression



Geography Curriculum intent and implementation

Our 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography at Queenswood is taught in three strands:

- **Investigating places** - 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
- **Investigating patterns** - 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
- **Communicating geographically** - 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

At Queenswood, we aim to develop thinking skills (see separate progression document) in all areas of the curriculum. Geography allows for the development of the areas of planning, developing and reflecting, with a large focus on thinking logically, seeking patterns and thinking critically.

Pupils are taught in cross-curricular topics, making use of links with other subject such as science, computing, literacy, history and R.E. whenever possible. Our curriculum ensures children gain the knowledge and skills required by the National Curriculum, whilst having plenty of opportunity to re-visit content to ensure it is embedded. The 2-year rolling programme of content coverage is well-designed to promote new learning that is built on prior learning.

The progression below outlines the skills required as children repeat working with different concepts and areas of the world but are taught a greater level of skill, knowledge and understanding as they progress in their geography learning journey.

To assure that children are retaining the knowledge learned during each unit, a mind-map will be used for children to collect new knowledge and link it with prior learning. At the end of a unit, children will demonstrate their learning by creating 'My Memory Mind-Map' demonstrating the knowledge they have gained, which they will take on to future learning.

Safeguarding commitment:

Through our geography curriculum, children will gain independent problem-solving skills, as well as develop the skills for quality teamwork.

Children will be taught explicitly about different cultures, and be taught to be both curious and respectful. They will discuss not differences between places, but also similarities. It will be the aim of curriculum to avoid developing overly stereotypical views of different countries, cultures and places.

Through our geography curriculum children will learn how to travel safely, including crossing roads and using public transport. They will investigate their local area and be taught about risks and how to manage these. They will explore maps and mapping skills, in order to create independent citizens who know how to stay safe.

Modern British Values and SMSC are embedded throughout the geography curriculum through the exploration of different countries and their cultures and political models, teaching tolerance and understanding of others, as well as developing the concepts of democracy and the rule of law.

Key Skills and Knowledge	Year 1/2 Expectations	Year 3/4 Expectations	Year 5/6 Expectations
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> • 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?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • 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. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images

	<ul style="list-style-type: none"> • 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 continents and oceans. 	<p>characteristics, including hills, mountains, cities, 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"> • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>compared with maps and topological maps - as in London's Tube map).</p> <ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world 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. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how t</p>	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • 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. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • 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). • Understand some of the reasons for geographical similarities and differences between countries.

	<p>Equator and the North and South Poles.</p> <ul style="list-style-type: none"> • Identify land use around the school. 		<ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • 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. 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • 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. 	<ul style="list-style-type: none"> • 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols)

	<ul style="list-style-type: none">• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).		<p>to communicate knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none">• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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