



# Progression in Geography

## **Who's who?**

Subject Leader: Miss Jardine

Teaching staff: Miss Jardine, Mr Armstrong, Mrs Hayton, Miss Dixon

## **Our Aims**

**'You are never too small to make a difference.'**

Greta Thunberg UN COP24 Climate Summit speech

Rosley's geography curriculum aims to inspire a real sense of curiosity in our children so they are motivated to find out about the world around them and the people who live there. We focus on developing the children's knowledge and fieldwork skills, particularly their sense of place. This starts with understanding and exploring their immediate locality, then the UK and the wider world. An ability to understand the lives of other people enables the children to live out our Christian values and become global citizens.

As the children progress through the geography curriculum, they will deepen their understanding of the interaction between human and physical processes. They achieve this by consolidating prior knowledge to ensure firm geographical foundations are built throughout their time at Rosley. Through a clearly sequenced geography curriculum the children at Rosley have several opportunities to engage in investigations of their local area, take part in educational visits, compare the UK and other countries and study geographical processes. They develop their location and place knowledge, alongside their fieldwork skills, to become effective geographers that leave school being able to think critically about the world.

**YEAR A 2021 - 2022**

<b>EYFS</b>		
<b>TERM</b>	<b>UNIT OF STUDY</b>	<b>LEARNING/KEY SKILLS</b>
	Children will build the foundations they need to become effective geographers in KS1 by engaging in continuous provision activities to achieve the following ELGs.	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <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> <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 contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>
<b>YEARS 1 &amp; 2</b>		
<b>TERM</b>	<b>UNIT OF STUDY</b>	<b>LEARNING/KEY SKILLS</b>
<b>Autumn</b>	<b>UK Geography</b>	<ul style="list-style-type: none"> <li>• Use world maps, globes and atlases to identify the UK and the four nations</li> <li>• Name and locate the capital city of the UK – London</li> <li>• Know the UK is made up of 4 nations</li> <li>• Locate and name the seas that surround the UK</li> <li>• Identify characteristics of the four countries of the UK</li> <li>• Name the capital cities of the 4 nations</li> </ul>

<b>Spring</b>	<b>Continents and Oceans</b>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Use world maps, atlases and globes to identify continents and oceans</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>
<b>Summer</b>	<b>Compare a small area of the UK with a small area of Africa</b>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences of a small area of the United Kingdom and of a small area of Africa</li> <li>• Use a globe to locate the country in Africa and the UK</li> <li>• Use aerial photographs to recognise landmarks and basic human and physical features</li> <li>• Discuss the similarities and differences between the following physical and human features: <ul style="list-style-type: none"> <li>- Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- Key human features: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>
<b>YEARS 3 &amp; 4</b>		
<b>TERM</b>	<b>UNIT OF STUDY</b>	<b>LEARNING/KEY SKILLS</b>
<b>Autumn</b>	<b>Settlements</b>	<ul style="list-style-type: none"> <li>• Describe and understand types of settlement and land use</li> <li>• Identify and sequence a range of settlement sizes from a village to a city</li> <li>• Describe the characteristics of settlements with different functions, e.g. coastal towns, industrial cities, historic tourist towns</li> <li>• Identify the key characteristics of rural areas</li> <li>• Use appropriate vocabulary to describe the main land uses within urban areas e.g. land use, settlement, economic activity</li> <li>• Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar</li> </ul>

<p><b>Spring</b></p>	<p><b>Europe – Spain</b></p>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate Spain and the nearby countries in Europe</li> <li>• Relate continent, country, state and city</li> <li>• Locate key features in Spain and describe them</li> <li>• Understand geographical similarities and differences between a region of the United Kingdom and a region in Spain</li> <li>• Discuss how the UK and Spain differ physically because they are in different climate zones</li> <li>• Understand the types of settlement and land use, economic activity which are present in Spain</li> </ul>
<p><b>Summer</b></p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>• <b>UK cities &amp; regions</b></li> <li>• <b>Locality study - coasts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics</li> <li>• Describe where the UK is located, and name and locate some major urban areas;</li> <li>• Locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties</li> <li>• Locate and describe some human and physical characteristics of the UK</li> <li>• Research a coastal locality – study the human and physical characteristics of the area and how they combine to form a unique environment</li> <li>• Use four-figure grid references.</li> <li>• Give direction instructions up to eight compass points.</li> <li>• Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul>

**YEARS 5 & 6**

<b>TERM</b>	<b>UNIT OF STUDY</b>	<b>LEARNING/KEY SKILLS</b>
<b>Autumn</b>	<b>Trade and economic activity Day &amp; night (linked to science)</b>	<ul style="list-style-type: none"><li>• Know and understand what life is like in cities and in villages and in a range of settlement sizes</li><li>• Understand that products we use are imported as well as locally produced</li><li>• Explain how the types of industry in the area have changed over time</li><li>• Understand where our energy and natural resources come from</li><li>• Locate cities, countries and regions of Europe and North and South America on political maps</li><li>• Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation</li><li>• Understand how food production is influenced by climate</li><li>• Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zones</li></ul>
<b>Spring</b>	<b>North and South America</b>	<ul style="list-style-type: none"><li>• Describe key physical and human characteristics and environmental regions of North and South America</li><li>• Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation</li><li>• Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert</li><li>• Describe what the climate of a region is like and how plants and animals are adapted to it</li><li>• Describe and understand a range of key physical processes and the resulting landscape features</li><li>• Understand how human activity is influenced by climate and weather</li><li>• Use physical and political maps to describe key physical and human characteristics of regions of North and South America</li></ul>

<p><b>Summer</b></p>	<p><b>Mapping</b>  <b>UK cities &amp; regions</b>  <b>Locality study - coasts</b></p>	<ul style="list-style-type: none"> <li>• Locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (focus on a local coastal area e.g. Silloth)</li> <li>• Describe and understand a range of key physical processes and the resulting landscape features</li> <li>• Understand how a region has changed and how it is different from another region of the UK e.g. discuss how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people and compare this to the local area</li> <li>• Use thematic maps for specific purposes e.g. use physical maps to identify cities and topography</li> <li>• Use four-figure, and find six-figure, grid references.</li> <li>• Describe height and slope from a map</li> <li>• Compare map scales e.g. use a large-scale OS map of the local area</li> <li>• Make sketch maps of areas using symbols, a key and a scale</li> <li>• Use digital maps to investigate features of an area</li> <li>• Present information gathered in fieldwork using a range of graphs</li> </ul>
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### **ENRICHMENT OPPORTUNITIES**

- Orienteering taught in PE
- Part of the PE budget is used for mapping the school
- Residential visits to Hawse End and Edinburgh
- Regular access to Parish woods
- Visits to the River Caldew
- KS1 village walk
- Annual geography trips in the local area

### **HOW TO SUPPORT YOUR CHILD'S LEARNING**

- Access to orienteering equipment
- Online mapping tools
- Age-appropriate atlases