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 B 2022 - 2023

EYFS		
TERM	**UNIT OF STUDY**	**LEARNING/KEY SKILLS**
	Children will build the foundations they need to become effective geographers in KS1 by engaging in continuous provision activities to achieve the following ELGs.	• 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Talk about the lives of the people around them and their roles in society.
YEARS 1 & 2		
TERM	**UNIT OF STUDY**	**LEARNING/KEY SKILLS**
Autumn	**UK Geography**	• Use simple compass directions (North, South, East and West), to describe the location of features on a map • Use world maps, globes and atlases to identify the UK and the four nations • Name and locate the capital city of the UK – London • Use key vocabulary to describe the human characteristics of the UK – city, town, village, factory, farm, house, office and shop • Use key vocabulary to describe the physical characteristics of the UK – hill, mountain, forest, river, soil, valley, beach and vegetation

Spring	**Local Fieldwork – map making**	• Use simple fieldwork and observational skills to study the geography of their school and its grounds • Devise a simple map; and use and construct basic symbols in a key • Use simple compass directions North, South, East and West • Use locational and directional language for example, near and far; left and right to describe the location of features and routes on a map • Use key vocabulary taught in the last unit to identify human features of the local area e.g. village, farm, house • Use key vocabulary taught in the last unit to identify physical features of the local area e.g. hill, river, soil, vegetation and valley
Summer	**Seaside Locations**	• Use basic geographical vocabulary to refer to key physical features in seaside location e.g. beach, cliff, coast, sea, ocean, season and weather • Use key vocabulary to identify the human features e.g. port, harbour and shop • Identify seasonal and daily weather patterns in UK seaside locations • Use aerial photographs to recognise landmarks and key features • Locate the world's continents, oceans and equator • Compare the seaside in the UK with one near the equator
YEARS 3 & 4		
TERM	**UNIT OF STUDY**	**LEARNING/KEY SKILLS**
Autumn	**Changes in land use & settlements** **Natural resources**	• Describe and understand key aspects of human geography, including: types of settlement and land use • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones • Understand the human and physical characteristics of one city in North America and one in Europe and their surrounding areas.

		• Compare these cities, drawing out human and physical characteristics • Understand how physical processes can cause hazards to people • Describe some advantages and disadvantages of living in hazard-prone areas e.g. investigate the causes and impacts of the 2011 Japanese earthquake
Spring	**Locality study including fieldwork – rivers** **Volcanoes (linked to science)**	• Locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties • Make a map of a short route with features in the correct order and in the correct places • Make a simple scale plan of a room • Present information gathered in fieldwork using simple graphs • Use the zoom function of a digital map to locate places • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Use four-figure grid references • Give direction instructions up to eight compass points • Adeptly use large-scale maps outside • Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references • Understand and describe a volcano, use mapping skills mentioned above to contrast a volcano with the physical environment of a local river
Summer	**Water & water cycle**	• Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains • Use a copy of a map of the British Isles and locate and label the main British rivers • Add the names of settlements at the mouth of the rivers • Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts

		• Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary
YEARS 5 & 6		
TERM	**UNIT OF STUDY**	**LEARNING/KEY SKILLS**
Autumn	**Locality study - town** **Trade & economic activity** **Natural resources (linked to science)**	• Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time • Recognise broad land-use patterns of the UK • Use thematic maps to investigate a local town and the surrounding area e.g. Carlisle or Wigton • Use four-figure, and find six-figure, grid references • Describe height and slope from a map • Compare map scales e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue • Make sketch maps of areas using symbols, a key and a scale • Use digital maps to investigate features of an area • Present information gathered in fieldwork using a range of graphs • Plan and carry out a fieldwork investigation in an urban area in your locality e.g. Carlisle or Wigton
Spring	**Settlements & migration**	• Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country • Locate cities, countries and regions of Europe on physical and political maps • Understand the physical environment and climate, and economic activity of these regions • Use physical and political maps to describe key physical and human characteristics of a region in Europe • Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones • Understand the push and pull factors that drive migration

Summer	**Natural disasters including climate change & sustainability**	• 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 • Understand where our energy and natural resources come from • Locate cities, countries and regions of Europe and North and South America on physical and political maps • Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected • Explain several threats to wildlife/habitats • Understand hazards from physical environments and their management, such as avalanches in mountain regions • Describe and understand a range of key physical processes and the resulting landscape features

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