

Geography Subject Progression

<p>Purpose of Study</p>	<p>A 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>		
<p>School Intent</p>	<p>At St Catherine's Catholic Primary School, we believe that an understanding of key geographical concepts is vital for our children's development and our geography curriculum intent is rooted in our curriculum drivers of 'being Amazing Adventurers, Confident Communicators, Ready Readers and Writers being Spiritual and Secure and Happy and Healthy'. It is our goal that all children should develop:</p> <ul style="list-style-type: none"> ● a knowledge and understanding of places in the world. ● a knowledge of other cultures and a respectful understanding of what it means to be a positive citizen in a multicultural country. ● a passion for, and commitment to sustainable development with an understanding of environmental issues at a local, national and global scale. ● effective key geographical skills such as enquiry, investigation, analysis, interpretation, evaluation and presentation, as well as how to use, draw and interpret maps. 		
<p>Teaching Sequence in Geography</p>	<ol style="list-style-type: none"> 1. Arouse curiosity through story 2. Ask and answer geographical questions 3. Review previous learning and make connections 4. Model skills and techniques 5. Specify key vocabulary and its meaning 6. Use a variety of sources to conduct geographical enquiry 7. Interpret findings 8. Communicate geographical knowledge and understanding appropriately 9. Evaluate learning and compare and connect with other geographical knowledge to respond to key enquiry question 	<p>School's Pedagogical Approach</p>	<ol style="list-style-type: none"> 1. Daily review 2. Present new material using small steps 3. Ask questions 4. Provide models 5. Guide pupil practice 6. Check for pupils understanding 7. Obtain a high success rate 8. Provide scaffolds for difficult tasks 9. Independent practice 10. Weekly and monthly review

	Reception Y1	Y2	Y3 Y4	Y4/ Y5	Y5/6
Trip					
	Heroes and Heroines		Journeys Civilisation, Invasion and Empire.		
Autumn	<p>Geography Project Focus Our Local Area and Capital Cities Local MP Prime Minister Guy Fawkes</p>	<p>History Project Focus Benjamin Jesty and Edward Jenner Scientists of the first vaccination and the NHS and COVID</p>	<p>History Project Focus Ancient Egypt Civilisation Farming, Art and Culture</p>	<p>Geography Project Focus Ordnance Survey Settlements and Land use over time. Mapwork.</p>	<p>History Project Focus Civilisation Ancient Greece Greek life and achievements. Impact on the Western world.</p>
Spring	<p>History Project Focus My history The Pandemic and Lockdown Florence Nightingale Mary Seacole</p>	<p>Geography Project Focus Kenya FairTrade Farming in Kenya compared with Bridport Weather Land</p>	<p>Geography Project Focus Climate Temperate: UK/Italy Artic-Alaska/Greenland Tropical- Mexico/Brazil Desert- Mexico/Egypt</p>	<p>History Project Focus Invasion, Settlement. Anglo- Saxon invasion, settlements. Impact on us today- Place Names and village life</p>	<p>Geography Project Focus Ordnance Survey Cities of the UK -Dorchester/London/Dartmoor Map work- 6 fig grid ref. Longitude and latitude. Greenwich and the Meridian</p>
Summer	<p>Geography Project Focus Famous World explorers Sir Francis Drake Sir David Attenborough Sir Tim Peake.</p>	<p>History Project Focus Elizabeth I Elizabeth II Similarities and differences.</p>	<p>History Project Focus Civilisation and Invasion. The Iron Age Hill forts, Celtic life and tribes. Farming, Art and Culture</p>	<p>Geography Project Focus Volcanoes and Earthquakes Ring of fire Italy, Greece, Mexico</p>	<p>History Project Focus Invasion, Settlement and Empire The Romans and Us The Roman Empire and impact upon Britain</p>

<p>Additional one-day local Geography field study</p>					
<p>MILESTONES Knowledge of Geographical concepts</p>	<ul style="list-style-type: none"> • Talk about why things happen and how things work. • Show care and concern for living things in the environment. • Verbalise and write about similarities and differences between the features of two localities • Ask questions about the weather and seasons. • 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. • Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. 	<ul style="list-style-type: none"> • Use both maps and globes, revise and identify the hottest and coldest places in the world – The North and South Pole • Looking at photographs, children compare and contrast two differing regions e.g. rich/poor Kenya, hilly/icy Argen • 	<ul style="list-style-type: none"> • Use and explain the term 'climate zone'. • Identify the different climate zones using maps. • Ask questions and find out what affects the climate. • Discover the cause of global warming and research the implications. • Reach reasoned and informed solutions and discuss the consequences for the future. • Identify changes to be made in own lives in response to this. • Use photographic evidence of Antarctica to raise questions about the climate and living conditions there. • Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences. • Looking at photographs, compare and contrast two differing regions • Using photographs, make connections between climate zones and the UK. • Identify trade links around the world based on a few 	<ul style="list-style-type: none"> • Consider and understand reasons for settlements. • Research and discuss how water affects the environment, settlement, environmental change and sustainability. • Understand and name different types and features of settlement. • Understand types of settlements locally and how these have changed over time. • Locate places in the world where volcanoes/mountains occur. • Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. • Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. • Ask and answer questions about the effects of volcanoes. • Discuss how volcanoes affect human life e.g. settlements and spatial variation. • Describe and explain the processes that cause natural disasters. • Draw conclusions about the impact of natural disasters through the study of photographs, population 	<ul style="list-style-type: none"> • Study photographs, aerial photographs and maps of Bridport/Dorchester/Dartmoor pre war, post war and present day. • Compare maps and aerial photographs. • Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. • Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. • Research and present Britain's export trade. • Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? What may be the reasons for this? • Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?

			<p>chosen items e.g. coffee, chocolate, bananas.</p> <ul style="list-style-type: none"> • Discuss and debate fair trade. • Investigate the facts and join in a reasoned discussion. 	<p>numbers and other primary sources.</p>	
<p>MILESTONES Knowledge of places</p>	<ul style="list-style-type: none"> • Understand that they live in the United Kingdom and find this on a globe. • Talk about the features of your own environment and how environments might vary from one another. • Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. • Locate the continents on a paper map. • Use simple compass directions (North, South, East and West) to describe the location of features on a map. • Locate Australia & India on a map. • Study pictures/videos of Australia and India and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? 	<ul style="list-style-type: none"> • Use maps and globes to locate the UK. • Be able to identify the 4 countries and label the capital cities. • Explain the purpose of a capital city and form opinions on how this affects population size. • Study pictures/videos of two different localities, one in the UK and one in Kenya and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? • Express own views about a place, people and environment. • Give detailed reasons to support own likes, dislikes and preferences in the present and ask 'How has it changed?' • Use the language of 'north', 'south', 'east', 'west' to 	<ul style="list-style-type: none"> • Build on prior knowledge of UK regions by using maps to locate countries of Europe • Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. • Using maps, locate the Equator, the Tropics of Cancer and Capricorn. • Critically study photographs – do they think these were taken close to the Equator or further away. • Look at maps, pictures and other sources to identify similarities and differences between a UK region and climate zones. • Compare physical and human features, draw conclusions, pose 	<ul style="list-style-type: none"> • Confidently use maps, globes and Google Earth to locate significant settlements nationally and locally/ • Use atlases/maps to describe and locate places using 4 figure grid references. • Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the locality • Ask questions e.g. what is this landscape like? What is life like there? • Study photos/pictures/maps to make comparisons between locations. • Identify and explain different views of people including themselves. • Use maps to locate features of the UK e.g. rivers, mountains, large cities. 	<ul style="list-style-type: none"> • Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. • Understand how these features may have changed over time. • Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. • Locate the major cities of the world and draw conclusions as to their similarities and differences. • Study maps of Britain to identify environmental regions and counties. Compare and contrast these regions • Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist

	<ul style="list-style-type: none"> Express own views about a place, people and environment. Draw and label pictures to show how places are different. Make predictions about where the hottest places in the world are. Identify the equator and locate the places on the Equator which are the hottest. Study pictures of London in the past and present. Draw pictures to show how places are different and write comparatively to show the difference. Express own views about place, environments and give reasons to support own likes/dislikes. 	<p>relate countries to each other.</p> <ul style="list-style-type: none"> Use the compass points N, E, S, W, to direct and locate using a compass 	<p>questions and use prior knowledge of map reading.</p> <ul style="list-style-type: none"> Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Locate and label different countries/continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. identify the climate, the habitats, the plant and animal types and how people live through primary sources recounts/photographs, and ask questions, make comparisons to life in the UK . 	<ul style="list-style-type: none"> Explain and defend which are physical and which are human features. Explain why human settlements have occurred near volcanic regions. Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? 	<p>landmarks/rivers, transport links</p> <ul style="list-style-type: none"> Locate all the man made features in Bridport/West Bay
<p>MILESTONES Investigating the World</p>	<ul style="list-style-type: none"> Talk about some of the things they have observed. Comment and asks questions about their familiar world. Observe and record the features around the school e.g. the different types grounds use. 	<ul style="list-style-type: none"> Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Use locational language to describe the location of points on a map of the school/local area. Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using 	<ul style="list-style-type: none"> Look for evidence of past settlements and changing land use use by visiting location and use of maps. Make field notes/observational notes about land features. Visit varied sites- main street, industrial area complete land use survey 	<ul style="list-style-type: none"> Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, Collate the data collected and record using graphs and charts of the results.

<ul style="list-style-type: none"> • Take photos of interesting things in the area and explain what the photos show. • Study aerial photographs of the school and label them with key features e.g. school, church, park, shops. • Look at a simple map of the local area and identify the things they know and have seen. • Make a simple map of the school grounds using simple grid references A1, B1 etc • Create an aerial map of the school/local area as a class by using different sized blocks. 	<ul style="list-style-type: none"> • Draw own maps of the local area; use and construct basic symbols in a key. • Make sketches/notes of a place to which uses a key and includes the main physical and human features. 	<p>coordinates to show where these key features are</p> <ul style="list-style-type: none"> • Undertake an environmental surveys into noise around the school grounds • Make an aerial plan/map of the school, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks). • Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. • Undertake a survey using the school grounds to undertake a weather survey including wind direction, where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall. • Present data in an appropriate way using keys to make data clear. • Draw conclusions from the data. 	<ul style="list-style-type: none"> • locate and explain the features. • Study pictures of the local settlements in past times and compare and contrast. 	<ul style="list-style-type: none"> • Present data in an appropriate way using keys to make data clear. • Draw conclusions from the data. • Design and carry out a survey to find out what people think are the benefits/drawbacks to a local issue, which will impact Bridport. • Carry out a role-play where pupils look at the issue of traffic in street from different viewpoints, making presentations to represent different points of view.
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