



## Geography Sequence and Progression at St Luke's C.E. Primary School

### Intent:

It is our intent for the Geography element of our school curriculum to inspire pupils with 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. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of class Research Projects, focusing on knowledge and skills stated in the National Curriculum. When teaching geography, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement. Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces.

The progression of skills is set out in order to build and develop the following:

- Making sense of the world around them.
- Identifying physical and human features.
- Comparing UK cities with non-European cities.
- Using fieldwork and mapping technologies to locate and describe features.

Lessons will develop children's long term memory by allowing for repetition of learning within the year and year on year. The use of knowledge organisers aids teachers in planning their knowledge and skills and students in understanding the expectations by the end of the unit.

### Impact:



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Children at St Luke's will learn to work and talk like a geographer. They will aim to achieve age related expectations in geography at the end of the year. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning. Children have many opportunities to experience geography on educational visits. The children explore the local area including orienteering within the school grounds. Local museums provide an opportunity to further geography learning, as well as using map reading skills during residential trips and online map reading resources.

### CULTURAL CAPITAL

Life skills are taught and embedded in geography. Children are taught to be resilient, assertive and to be confident learners. They develop their communication and social skills through debates and discussion within the classroom. Communication skills are developed through talk partners. They also learn to problem solve and manage time, through engagement with tasks and challenges. Map skills are explicitly taught.

Children learn about areas of significant geographical interest. In addition, they will learn about famous geographers such as Charles Francis Richter and Giuseppe Mercalli, and the knowledge about physical geography about earthquakes shared through their work. Children take part in fieldwork to a place of local interest (Year 3 Lowton). They will use computer software to identify places in the world and understand their key physical and human characteristics. Children learn about famous events, for example, the volcanic eruption that occurred in Vesuvius in 79AD.



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## Geography Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Local Area - Where we live. Autumn - What we see		Maps - England. China-identify on a map (CNY) Winter - What we see	Spring - What we see	Our Natural Environment (Martin Mere)	Summer - What we see
<u>Year 1</u>			Our School and Local Area		We Are Britain	
<u>Year 2</u>		London Historical map work and geographical features (Great Fire of London)	Oceans and Seas			Local Area Study (Former toffee factory site)
<u>Year 3</u>	Brazil and the Rainforest	Changing Geography of the UK	Stone Age and Iron Age (Maps, settlements and land use)		Romans (Map work - Spread of Roman Empire)	
<u>Year 4</u>	Natural Disasters		Anglo Saxons and Vikings (Maps, settlements and place names)		Topographical Study (Rivers, hills, mountains and coasts)	
<u>Year 5</u>	Comparing People and Places (Physical Geography and Location)		Greece (Physical Geography and Location)		Local Area (Historical map work and geographical features - Victorian Lowton)	
<u>Year 6</u>		Mayans - Physical Geography and Location	Earth Matters		WW1 and WW2 (Map Analysis and Land Ownership)	



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<u>National Curriculum Content</u>			
<u>EYFS</u>	<p><b>ELG: People, Culture and Communities at the expected level of development will:</b> 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 s when appropriate s maps.</p> <p><b>ELG: The Natural World Children at the expected level of development will:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.</p>		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1</u>		<p style="text-align: center;"><u>Our School and Local Area</u></p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p><u>Geographical Skills and Fieldwork</u> Use simple compass directions (North, South, East and West) and locational and directional language for example, near and far; left and right, to describe the location of features and routes on a map. 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.</p>	<p style="text-align: center;"><u>We Are Britain</u></p> <p><u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house,</p>



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		Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	office, port, harbour and shop  <u>Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries
<u>Year 2</u>	<u>London</u> <u>Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.	<u>Oceans and Seas</u> <u>Locational Knowledge</u> Name and locate the world's seven continents and five oceans  <u>Place Knowledge</u> 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.  <u>Human and Physical Geography</u> 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 Equator and the North and South Poles Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <u>Geographical Skills and Fieldwork</u>	<u>Local Area Study</u> <u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather



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		Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.	
<u>Year 3</u>	<p><u>Brazil/Changing Geography of the UK</u></p> <p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, Key physical and human characteristics and major cities.</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Understand geographical similarities and differences through the study of human and physical geography of a region of South America.</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: Physical geography including rivers.  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</p> <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer</p>		<p><u>Romans</u></p> <p><u>Locational Knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human and Physical Geography</u> 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.</p> <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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</p>



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	mapping to locate countries and describe features studied.		
<u>Year 4</u>	<p><b><u>Natural Disasters</u></b></p> <p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes.</p> <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p><b><u>Topographical Study</u></b></p> <p><u>Locational Knowledge</u> Name and locate counties and 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</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: Physical geography, including: rivers, mountains.</p> <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<u>Year 5</u>	<p><b><u>Comparing People and Places</u></b></p> <p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of</p>	<p><b><u>Greece</u></b></p> <p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of</p>	<p><b><u>Local Study (Victorian Lowton)</u></b></p> <p><u>Human and Physical Geography</u> Describe and understand key aspects</p>



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	<p>Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Place Knowledge</u> 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 America.</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: Physical geography, including: rivers, mountains. 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.</p> <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: Physical geography, including: rivers, mountains. 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.</p> <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>of: Physical geography, including: rivers, mountains. 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.</p> <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p><u>Year 6</u></p>	<p><u>Mayans</u> <u>Locational Knowledge</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p>	<p><u>Earth Matters</u> <u>Locational Knowledge</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</p>	<p><u>WW1 and WW2</u> <u>Human and Physical Geography</u> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and</p>





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	<p>Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</p>	<p>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</p> <p><u>Geographical Skills and Fieldwork</u> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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.</p>	<p>vegetation belts and the water cycle.</p> <p><u>Geographical Skills and Fieldwork</u> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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.</p>
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<i>Progression of Skills</i>						
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>Locational Knowledge</u></b>						
<p>- Name where they live and identify the united kingdom on a map, with support.</p>	<p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>-Name and locate the world's seven continents and five oceans</p>	<p>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time - Locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, Key physical and human characteristics and major cities.</p>	<p>-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics. - Name and locate counties and 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</p>	<p>- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>



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<b>Place Knowledge</b>						
- Understand that there are lots of different countries, other than the one that we live in.	-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	-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.	-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. -Understand geographical similarities and differences through the study of human and physical geography of a region of South America.		-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 America.	
<b>Human and Physical Geography</b>						
- With support use vocabulary to refer to key physical features.	-Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill,	-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 Equator and	-Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	-Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes. Describe and understand key	-Describe and understand key aspects of: Physical geography, including: rivers, mountains. Human geography, including: types of	-Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts and the water cycle.



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	<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>including energy, food, minerals and water.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography including rivers.</p> <p>-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</p>	<p>aspects of:</p> <p>Physical geography, including: rivers, mountains.</p>	<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	
<b>Geographical Skills and Fieldwork</b>						
<p>- Use simple directional language to follow a map, with support.</p>	<p>-Use simple compass directions (North, South, East and West) and locational and directional language for example, near and far; left and right, to describe the</p>	<p>-Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p>	<p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present</p>	<p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>- Use maps, atlases, globes and digital/computer</p>	<p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and</p>



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<p>location of features and routes on a map.</p> <ul style="list-style-type: none"><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 and the key human and physical features of its surrounding environment.</li><li>- Use world maps, atlases and globes to identify the United Kingdom and its countries</li></ul>		<p>the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"><li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li></ul>	<p>mapping to locate countries and describe features studied.</p>		<p>the wider world. 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.</p>
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