



Leonard Stanley C of E (VA) Primary School

Geography Progression

Geography is the study of places and the relationships between people and their environments. Therefore, in our geography curriculum, we aim to support our children to develop a deep understanding of their place in the world through knowledge of the physical and human geography of the local environment, the UK and the wider world which will underpin their place as global citizens to whom stewardship of our God's wonderful world has been entrusted.

Our curriculum:

Our scheme of Learning follows the National Curriculum. It allows for appropriate sequencing and aims to secure long-term memory as well as the enjoyment of learning geography. Our curriculum:

- Equips children with an understanding of diverse places, people, resources and environments.
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments.
- Develops an understanding that the Earth's physical features are interconnected and change over time.
- Encourages exploration of their own environment and supports children to make connections between their local surroundings and that of contrasting settlements.
- Systematically develops the disciplinary knowledge of: asking enquiry questions, collecting, analysing and interpreting data through fieldwork;
- Interpreting maps, diagrams, globes and aerial photographs; communicating geographical information in a variety of ways, evaluating and debating ideas and the impact of processes, phenomena and humans on the world.

Adapting the curriculum for pupils with SEND in geography

Geography forms an integral and statutory element of a pupil's entitlement to learning and at Leonard Stanley Primary School. We ensure that all pupils can engage with geographical learning and develop as young geographers. Our geography curriculum is adapted to suit the needs of each learner to ensure that all children achieve their best. In our adapted planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. Our lessons consist of a wide range of teaching approaches to support children with SEND. We teach through whole class teaching, paired work,

group work and working independently. We also ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing a broad range of learning and teaching strategies including questioning and working with additional adults where appropriate. In addition, we recognise that as well as having an inclusive curriculum and approaches to learning and teaching our assessment procedures must also be inclusive. We also recognise that SEND children may possibly not need the same level of support with Geography as with other areas of their academic work. Children with SEND, may not be considered SEND in Geography.

EYFS

In EYFS, geographical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of observations, discussions, stories, non-fiction text and maps, children learn to talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to geography and their place in the world. Examples include:

Around the World: children begin to recognise similarities and differences between life in the U.K and life in other countries

Festivals and Celebrations: learning about significant events such as Chinese New Year and Diwali.

Seasons: children learn about the changing seasons and weather pattern they can see and describe.

The stories and language frames used in EYFS allow modelling and repetition of phrases that help children understand the concepts of different environments and the natural world and develop their vocabulary. By manipulating (playing with) maps and looking at pictures, children have their first introduction to geographical concepts. All areas of learning and development at the Foundation Stage are interconnected so through engaging in activities linked to geography and geographical enquiry, children not only learn about the world around them but also develop disciplinary skills in all areas.

Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

'Understanding the World'

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

ELGs:

- Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
- 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.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

National Curriculum

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
• name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the • United Kingdom and its surrounding seas	• 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	• 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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • 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.

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
- 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, countries, and major cities - 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 - 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)	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 or South America	- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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.

Curriculum Map

UTW - Past and Present People, Culture and Communities						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

LSEY	All About Me Finding out about France	Diwali Bonfire Night	Lunar New Year		Mythical Creatures	Our World
Reception	All About Me How we have changed since we were babies. Who is in my family	Toys Old and New What is an old toy/new toy, Exploring old toys, how toys have changed over time. Diwali	Lunar New Year Percy the Park Keeper Local Walks Map of our park	People Who Help Us Exploring people's roles in society	Traditional Tales Which spaces are special and why	Seaside What the seaside was like Then and Now

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One		How is it different to live in Canada?			Where do we live?	
Year Two		What makes the United Kingdom an attractive place?	Where are the polar regions?		Whatever the Weather— Is the weather the same everywhere?	
Year Three	Why do volcanoes and earthquakes occur?		Are all settlements the same?		Maps. From the globe to Leonard Stanley	
Year Four		Where does our food come from?		What is Italy like as a country to live in?		What are the parts of a river?
Year Five	Why are rainforests important to us?		Why do oceans matter?		Where does our energy come from?	

Year Six		Why does the population change?		What is it like to live in India?		Can I carry out an independent fieldwork enquiry?
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Substantive and Disciplinary Knowledge

Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the geography National Curriculum. It is the ‘know what’ and ‘know how’ of geography. This can be divided into Declarative knowledge (‘know what’) and procedural knowledge (‘know how’).

Declarative knowledge includes: locational knowledge, place knowledge, and human and physical processes - i.e. they are the facts of geography that can be declared. Declarative knowledge enables pupils to ‘know like a geographer’. The fourth substantive knowledge strand of the National Curriculum is ‘Geographical skills and fieldwork’, which can be termed procedural knowledge - this is about ‘knowing how to do geography’ (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measuring rainfall).

Disciplinary knowledge considers how substantive knowledge originates, is debated and is revised - i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to ‘think like a geographer’. Strands of the curriculum that come under the umbrella of disciplinary knowledge include:

- Asking geographical enquiry questions.
- Collecting, analysing and interpreting data through fieldwork and related activities.
- Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
- Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length.
- Critically evaluating and debating the impact of geographical processes.

Progression

The progression of knowledge and skills in geography is mapped to show the careful long-term curriculum sequencing of these essential skills. Essential geographical concepts such as the features of rivers, earthquakes and factors affecting settlement location are taught by focusing on specific locations and regions. This allows invaluable comparisons to be made between the UK and other areas of the world.

Locational Knowledge

	Locational Knowledge	End Points
R	- recognise some similarities and differences between life in this country and life in other countries; - know about places in the world that contrast with places they know; - know about places in the world that contrast with places they know; - know that some children in different countries have similar/different lives to me, e.g. how they travel to school, what they eat, where they live etc.	- Look at simple maps and globes identifying land types and the sea - Use comparative language to describe objects as near or far away - Describe from photographs different environments around the world - Describe where they live and the surrounding area – shops, roads, parks etc.
1	- name the four countries that make up the UK and locate them on a map; - Locate Canada on a world map	- Understand that maps and the globe are used to locate key places around the world. - Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
2	- name and locate the seven continents of the world; - name and locate the five oceans of the world; - name some major cities, including the capital cities of England, Wales, Scotland and Northern Ireland; - locate where they live on a map. - locate the south polar and arctic regions	- Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth. - Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons - Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.
3	- name and locate at least eight counties and at least six cities in England; - locate and name some of the main islands that surround the UK; - name at least four countries around the Pacific rim	Understand that countries have defined borders and that each country has its own government or equivalent
4	- know the names of a number of European capitals and know the countries that make up the European Union; - know the names of and locate at least eight major capital cities across the world; - know where the mountain ranges are in the UK; - know, name and locate the main rivers in the UK;	Use maps, atlases, globes to locate countries and describe features studied
5	- know what is meant by the term 'tropics'. - locate and name the main countries in South America on a world map and atlas.	- Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with - Use maps, atlases, globes and computer mapping to locate.
6	know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map;	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	- locate the lines of longitude and latitude. - know about time zones and work out time differences around the world. - Locate India and know its surrounding countries	
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Substantive Knowledge

	Substantive Knowledge		
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	How is it different to live in Canada?	Where do we live?	
1	- Where is Canada? - What does Canada's landscape look like? - What is a typical school day like for a child in Canadian school? - What makes Canada special? - What are the similarities and differences between Canada and the UK?	- What physical features can I find in Leonard Stanley? - What human features can I find in Leonard Stanley? - Where do I live? - Where is our school? - Where is Copsegrove Farm?	
	What is it like in the polar regions?	Whatever the Weather— Is the weather the same everywhere?	What makes the United Kingdom an attractive place?
2	- Where is Antarctica and what is it like? - Which animals live in the polar regions? - Where is the North Pole and what is it like? - What are the similarities and differences of the polar regions? - What are the similarities and differences between an Inuit village and Leonard Stanley?	- What Is Weather? - How does the weather affect the things we do? - Forecasting the Weather Can you forecast the weather? - How do we stay safe in the sun? - Hot and Cold Weather What are hot and cold countries like?	- Where do we live? - How do I read a map? - What is a landmark? What is the difference between a human and physical feature? - What makes the United Kingdom a beautiful country? - What is special about the United Kingdom? What foods are linked to each country?
	Geography: Why do volcanoes and earthquakes occur?	Geography: Are all settlements the same?	Geography: Maps. From the globe to Leonard Stanley
3	- What is the Earth made of? - How is a volcano formed? - What causes earthquakes and how are they measured? - What causes tsunamis and how do they affect people?	- What is a settlement? - How is land used in my local area? - Can I explain the location of features in my local area? - How has my local area changed over time? - How is land used in New Delhi?	- Where are different oceans and continents on a range of maps? - What are some key countries and physical features around the world? - What are some human and physical features in the UK?

	Which countries are at risk from the ring of fire?	How does land use in New Delhi compare with my local area?	- What are the main islands around the UK? - Where are some specific places in Gloucestershire? - What are some OS symbols?
	Geography: Where does our food come from?	Geography: What is Italy like as a country to live in?	Geography: What are the parts of a river?
4	- How can our food choices impact the environment? - What does it mean to trade responsibly? - How do we get our chocolate? - Where does our food come from? - Are our school dinners locally sourced? - Is it better to buy local or imported food?	- What are the physical features of Italy? - Where is Italy in the world and who are its neighbours? - What are the regions of Italy? What are some differences and similarities? - What is the city of Bologna like? - What is everyday life like for children in Bologna?	- What is the journey of a river? - Why does flooding happen? - What are the key features of an OS map? - What are some physical characteristics of the River Thames? - How do waterfalls form? - What features does our local river have?
	Geography: Why are rainforests important to us?	Geography: Why do oceans matter?	Geography: Where does our energy come from?
5	- What are rainforest layers like? - Who lives in the rainforests? - How and why are rainforests changing? - What is the human effect of changes to the rainforests? - How is our local woodland used - Data Collection/Findings - What are some features and symbols of OS maps?	- How do we use our oceans? - What is the Great Barrier Reef? - Why are our oceans suffering? - What can we do to help our oceans? - How littered is our marine environment? – Data collection - How littered is our marine environment? – Findings	- Why is energy important? - What is renewable energy? - How does the United Kingdom generate energy? - What is the best way to generate electricity? - Where is the best place for a solar panel on the school grounds?
	Geography: Why does the population change?	Geography: What is it like to live in India?	Geography: Can I carry out an independent fieldwork enquiry?
6	- How is the global population changing? - What are birth and death rates? - Why do people migrate? - How is climate change impacting the population? - How is population impacting our environment?: Data collection	- Where is India and what are the surrounding countries? - What is the physical Geography of India? - What is the climate of India? - What are the key human features of India? - What are the main differences of living in India	- Where is Leonard Stanley? - What is the physical Geography of Leonard Stanley? - What is the human Geography of Leonard Stanley - What does Leonard Stanley look like on a map? - Why do people choose to live in Leonard Stanley?

	How is population impacting our environment?: Findings	compared to the UK?	
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