



LITTLE BOWDEN PRIMARY SCHOOL

'Working together to love learning'

THE GEOGRAPHY CURRICULUM: A PROGRESSION

Geographical enquiry is fundamental to the study of geography and as teachers we provide opportunities for our pupils to think as geographers and to ask and explore questions about places. Geographical perspectives offer a uniquely powerful way of seeing the world and our desire is to provide our pupils with a sense of awe and wonder about the world they live in.

Our geography curriculum is carefully organised from EYFS to Year 6 into the seven key geographical concepts shown below, that will enable the pupils to develop as geographers. To ensure that our pupil's knowledge and understanding of geography develops, as well as their interest in, and curiosity about their surroundings and the changing world, teachers ensure that lessons are question led, they get to use and apply appropriate subject vocabulary, and that geographical investigations and fieldwork are regular features of our topics.

At Little Bowden, EYFS meet the pupils' geography needs through the [DFE Development Matters document](#): its states "*Understanding the world involves guiding children to make sense of their physical world and their community...will foster their understanding of our culturally, socially, technologically and ecologically diverse world*". We achieve this by providing various and varied opportunities for the pupils to use all their senses in hands-on exploration, encourage verbal communication to explain what they see & are doing, model a wide vocabulary, explore photos of different countries in the world and talk about their holidays, locating these places on maps and discussing similarities and differences. We regularly visit the local park to see how the seasons change using our senses and observational skills. We read a wide range of fiction, poems and non-fiction stories to widen our pupils exposure to the fascinations of this hugely diverse and stimulating world, enriching their lives and igniting their curiosity.

As teacher we are **ambitious** with what we want our pupils to achieve, we ensure that their geography is **memorable** with **diverse** opportunities to share and learn about places, people across planet Earth.

Our intent is to provide learning opportunities which are specific to pupils' needs (ensuring equality of opportunity and inclusivity) and empowers them to take their learning in any direction. Ensuring a progression of skills and knowledge, equipping pupils with sufficient subject knowledge to allow them to be successful in their future endeavours.

Our implementation is to provide a broad and balanced curriculum as set out in the [National Curriculum programmes of study](#) which we have chosen to follow and is supplemented through the scheme Bloomsbury Curriculum book Teaching Primary Geography. The suggested sequence of learning has been tailored to enable the pupils to make links to other areas of the curriculum as well as to make the knowledge taught progressive. It aims to foster a love of learning and an appreciation of the natural world by allowing the children to be active and enquire.

As the pupils' progress through the school, they develop their knowledge of places, locations and compare areas looking for key geographical similarities and differences. Through fieldwork and engagement with the local area, pupils gain an understanding of human and physical geographical features. These skills develop in complexity. For example, in Year 1, children study their school grounds and their local area and through fieldwork they look for key human and physical features including different types of buildings. Further up the school, for example in Year 3 the pupils look at Polland, comparing similarities and differences with the Peak District. Deepening their progression further in Year 6 pupils learn about North America, with cross-curriculum links with British Values and sustainability in the Caribbean.

Geography planning for the medium and long term acknowledges the aims of the NC and aims to expand upon these in order to broaden the experiences of the pupils at Little Bowden. Teaching is adapted where possible to reflect the local area and opportunities are planned, for example trips out of school, for pupils to observe first-hand different geographical features.

Through key questions and hands-on learning, all pupils are scaffolded to attain an understanding of the world around them. Knowledge and vocabulary are carefully sequenced to allow children to develop their knowledge in manageable steps. At the beginning of lessons, the pupils carry out RPLs (reactivate prior learning) so teachers can assess retrieval knowledge and understanding allowing for teacher to react quickly to misconceptions and areas of further development.

The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time (including RPLs), marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning and book trawls. Coordinator deep dives allow evidence to be obtained for both the content (substantive knowledge) being taught and the knowledge of relationships that enable pupils to understand how ideas are connected (disciplinary knowledge).

Whole School Geography Progression Map

	Place & Significant Places	Space	Scale	Human and physical changes	Interdependence	Environment and sustainability	Cultural understanding and diversity
	Studying real places is an essential context for developing geographical enquiries. A place is a space that carries meaning, often through human occupation or by human interpretation. Every place has a particular location and a unique set of physical and human characteristics. These include what a place is like, how it became like this and how it is subject to forces for change. It is important for children to develop an understanding of the unique story of a significant place to build contextual understanding of the UK and the wider world.	Physical and human phenomena are located and are distributed in space. They therefore have locations relative to each other and often interact with each other across space. Any flows or movements between these phenomena, for example migration, create patterns and networks which can be described and analysed. Geographical enquiry is therefore concerned with identifying processes and assessing the impact.	Pupils should investigate geography at a range of scales. Virtually any topic, when studied geographically, benefits from a 'scaled' approach. Scale influences the way we represent what we see or experience. We can select different scales from the personal, local and regional to the global. In between, we have the national and international scales, which are very important politically.	Geographical enquiries utilise physical and human processes that cause change and development in places, when seeking explanations for patterns and distributions. Pupils make progress by deepening and broadening their understanding of such processes and in so doing enhance their capacity to envision alternative futures for places, and the people who live and work in them.	Geographers are really interested in understanding the way that things are connected and are dependent on each other. They are also interested in what happens when one part of the system changes. Connections may be through physical processes, such as weather, erosion, the water cycle. They may be through human movements of people, ideas, money and trade. Geography investigates systems of interdependence.	Acceptance of the dynamic interrelationships between physical and human accounts of the world is central to school geography, the distinctive power of the subject lies in the realisation that 'making sense of the world' is often enhanced by a synthesis of perspectives and understanding across at least three areas of concern: - Social fairness and justice - Economic prosperity - Environmental quality	Geography is fundamentally concerned with the diversity of people and places on the planet. It is important to explore this with pupils in geography, not to 'show them' the world but to explore it using geographical enquiry, focusing on how people and places are represented in different ways.
EYFS Describe your immediate environment. Stories about the world. Seasons. Personal experiences.	Which country is this in? Can you find the country on a globe? Why are these bits blue/green/ brown on a map?	What is the name of this place? How do you know I am at school and not at home? What is different about the space at home and at school?	Does it take longer to walk to (the church) than (the shop)? Why don't you walk when you go to visit (Granny)? Walking to Sainsbury's is like walking round the playground x times. That's as many people as there are in our assembly 100 times.	What has changed and what has stayed the same? Why did it change? Will the change keep on happening?	What happened to the puddle that was there this morning? Why do people go to work? Why don't we have farms in carparks?	<u>Environment:</u> What can you see here? Is the thing you are looking at something that someone made? Why was the thing there? What is it for? <u>Sustainability:</u> Why do we recycle things? How can we make sure this beetle can live safely here for a long time? What will happen if that plastic bag gets into the sea?	What is the weather like here? How is it different to our weather? What are the seasons like? Are they the same or different to our seasons? What language do the people speak? What food grows there?
Y1 Continents & Oceans The United Kingdom Our School	To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. To develop their knowledge about the world, the UK and their locality.	To use simple, compose directions (North, East, South, West) and locational and directional language (near, far, right, left) to describe the location of features on a map.	To name and locate the world's seven continents and five oceans. To use world maps, infant atlases and globes to identify the continents & oceans. To use world maps, atlases and globes to identify the UK and its countries.	To use basis geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, farm, factory, season and weather. To identify seasonal	To use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment.	To identify seasonal and daily weather patterns in the UK.	To explore their locality to make first-hand observation, to enhance their locational awareness.

				and daily weather patterns in the UK.			
<p>Y2</p> <p>Hot & Cold places (with river & mountains)</p> <p>Journeys</p> <p>Villages, Towns & Cities</p>	To develop their knowledge about the world, the UK and their locality.	To identify the location of hot and cold areas of the world in relation to the equator and the North & South Poles.	<p>To use world maps, atlases and globes to identify the countries, continents and oceans studies in KS1.</p> <p>To use aerial photography ad plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise simple maps. To construct and use basic symbols in a key.</p>	To use basis geographical vocabulary relating to human and physical geography (build on year 1 words): port, harbour, village, house, office, shops.			To begin to use geography skills (first-hand observations).
<p>Y3</p> <p>UK regions</p> <p>Europe – Poland</p> <p>Peak District</p>	To name and locate countries and cities of the UK.	<p>To identify human and physical characteristics of regions within the UK key topographical features (including hills, mountains, coasts and rivers).</p> <p>To use the 8-point compass. To begin to use grid references, symbols and key to build their understanding of the UK and wider world.</p>	<p>To use maps, junior atlas, globes and digital,/ computer mapping to locate countries and describe features.</p> <p>To locate the world's countries, using maps to focus on Europe (including Russia) and North & South America.</p> <p>To use Ordnance Survey maps.</p>	<p>To identify regions within the UK with land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To understand similarities and difference between Poland and Peak District.</p>		To concentrate on environmental regions, key physical and human characteristics, countries and major cities.	
<p>Y4</p> <p>Natural Disasters</p> <p>The water cycle</p> <p>Shape of our land/ celebrating our world</p>		<p>To use the 8-point compass. To use grid references, symbols and key to build their understanding of the UK and wider world.</p>	<p>To use maps, atlas, globes and digital,/ computer mapping to locate countries and describe features.</p> <p>To use Ordnance Survey maps.</p>	<p>To describe and understand key aspects of physical geography, rivers, mountains, volcanoes, earthquakes, water cycle.</p> <p>To extend their knowledge of the UK and Europe; locate a range of the world's most significant human and physical features.</p>	To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods: sketch, maps, plans, graphs & digital technologies.		
<p>Y5</p> <p>Planet Earth</p> <p>World Countries & Capitals</p> <p>Biomes and Vegetation Belts</p>	To identify the position and significance of latitude, longitude, equator, northern & southern hemisphere, the tropics of Cancer & Capricorn, Artic & Antarctic circle, the prime/Greenwich meridian and time zones (including day & night).		<p>To use maps, atlas, globes and digital,/ computer mapping to locate countries and describe features.</p> <p>To locate the world's countries, using maps to focus on Europe (including Russia) and North & South America.</p>	To describe and understand key aspects of physical geography: climate zones, biomes, vegetation belts.			

<p>Y6 Settlements & Market Harborough</p> <p>North America & Sustainability</p> <p>Natural resources and trade</p>			<p>To use maps, atlas, globes and digital,/ computer mapping to locate countries and describe features.</p> <p>To locate the world's countries, using maps to focus on Europe (including Russia) and North & South America.</p>	<p>To describe and understand key aspects of human geography: types of settlements & land use, economic activity including trade links, and the distribution of natural resources including food, energy, minerals & water.</p> <p>To understand similarities and difference between Poland/Europe, MH/Peak District and North America.</p>	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods: sketch, maps, plans, graphs & digital technologies.</p>	<p>To learn about environmental, economic and social indicators with the future well-being of our planet and its inhabitants.</p>	<p>To equip pupils with knowledge about diverse places, people, resources and natural and human environments.</p>
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