

## Skills & Knowledge progression: Geography

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p><b>Purpose of study</b> 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><b>Aims</b> The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> </ul> <p>that all pupils are competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> <li>- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>	<p>We believe that a rounded understanding of the world in which we live is vital if our children are to make informed decisions as they grow up. We want all children to appreciate similarities and differences between different areas of our country, our continent and our planet, and begin to understand the effect that these have on everyday lives in these places. They will be taught about key features of physical geography, including rivers, mountains, rainforests, volcanoes and climate, learning both the processes behind them and the impact that they have on human environments.</p> <p>We also believe that locational knowledge - the ability to use and identify places on maps and globes - is crucial. All children should leave our school knowing where they live and where that is situated in the world. They will be able to name and locate the seven continents and five oceans, as well as some of the countries and regions that they have studied.</p> <p>Finally, children will learn to behave like geographers, collecting information through fieldwork, data analysis, first- and second-hand accounts and map study. They will recognise the strengths and weaknesses of different sources of information, and use this to inform their own conclusions and decision making - both at school and in the wider world beyond.</p> <p>When choosing the topics our Geography Curriculum would cover we considered the fact that Stapleford Primary is a small rural, Church of England school in Hertfordshire surrounded on three sides by farmland. It was therefore considered important to develop a culturally rich curriculum through the study of locations and populations that differ from this. It was also considered important for the pupils to learn about the human impact on the world.</p>

Milestones:
<p>At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 &amp; 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Understanding the World - People and Communities</p> <ul style="list-style-type: none"> <li>- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p>Understanding the World - The World</p> <ul style="list-style-type: none"> <li>- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>- Links between understanding of science and geography when discussing habitats and issues around climate change</li> <li>- Using online simulations to explore ideas, using spreadsheets &amp; databases to analyse and explore data and using the internet as a search tool to support learning all link to Computing</li> <li>- Learning about different cultures and religions ties geography and RE closely together</li> <li>- Exploring foods from different cultures and festivals links to DT and RE topics</li> <li>- Understanding the culture and human geography of countries will almost always link to their history</li> </ul>	<ul style="list-style-type: none"> <li>- Explored our local area, through walks, visits and fieldwork to parks and other places of interest</li> <li>- Visited a variety of different physical environments, including forests and rivers</li> <li>- Talked to people who have lived and grown-up in different parts of the world</li> <li>- Explored the culture of different countries</li> <li>- Discussions about how the choices we make can impact our environment.</li> </ul>

## Skills Progression: Geography – Years 1 & 2

<b>Year groups</b>	<b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.	<b>Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them.	<b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.
<b>1 &amp; 2</b>  <b>Milestone 1</b>	<ul style="list-style-type: none"> <li>- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>- Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>- Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>- 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.</li> <li>- Identify land use around the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul> </li> </ul>

## Skills Progression: Geography – Years 3 & 4

<b>Year groups</b>	<b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.	<b>Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them.	<b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.
<b>3 &amp; 4</b> <b>Milestone 2</b>	<ul style="list-style-type: none"> <li>- Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>- Explain own views about locations, giving reasons.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>- Use a range of resources to identify the key physical and human features of a location.</li> <li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>- Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>- Describe geographical similarities and differences between countries.</li> <li>- Describe how the locality of the school has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe key aspects of:               <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul> </li> </ul>

## Skills Progression: Geography – Years 5 & 6

<b>Year groups</b>	<b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.	<b>Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them.	<b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.
<b>5 &amp; 6</b>  <b>Milestone 3</b>	<ul style="list-style-type: none"> <li>- Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>- Identify and describe how the physical features affect the human activity within a location.</li> <li>- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>- Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>- Understand some of the reasons for geographical similarities and differences between countries.</li> <li>- Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>- Describe geographical diversity across the world.</li> <li>- Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> </li> </ul>

**Geography: Curriculum covered at Stapleford Primary School**

**KS1 (Class 3 – Year 1 & 2) Rolling Programme**

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Geography</b>  <small>(see Chris Quigley: Geography Curriculum Companion for topic details)</small>	<b>Human and Physical:</b>  - Climate  - Weather  - Extreme weather	<b>Geographical Skills:</b>  Mapping the world  - Describing maps of the world 1  - Describing maps of the world 2	<b>Locational knowledge:</b>  The United Kingdom  - UK England  - UK Scotland  - UK Wales  - UK Northern Ireland	<b>Human and Physical:</b>  Australia  - Aboriginal people  - Animals  - Great Barrier Reef  - Daintree Rainforest	<b>Place Knowledge:</b>  Compare UK England: London with Australia: Sydney	<b>Locational knowledge:</b>  Continents and oceans:  - The Arctic Ocean  - The Atlantic Ocean  - The Pacific Ocean  - The Indian Ocean  - The Southern Ocean

### Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Geography</b>  <small>(see Chris Quigley: Geography Curriculum Companion for topic details)</small>	<b>Physical geography:</b>  Earthquakes and volcanoes: plate tectonics  - Earthquakes and volcanoes: The Pacific Ring of Fire  - Earthquakes and volcanoes: Impact  Describing maps of the world 1	<b>Locational knowledge:</b>  Europe:  - Europe: population  - Europe: Rivers  - Europe: Mountains	<b>Human geography:</b>  Transportation:  - Transportation Cities  - Transportation: National  - Transportation: International  Describing Maps of the world 2	<b>Physical geography:</b>  - Landscapes: Weathering  - Erosion & deposition: Rivers  - Erosion & deposition: Coasts	<b>Human &amp; physical geography:</b>  The Water Cycle:  - The Water Cycle: The Cycle  - The Water Cycle: Clouds & precipitation  Climate Change	<b>Human geography:</b>  International trade: food  International trade: natural resources  International trade: tourism  Describing Maps of the world 3

### Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Geography</b>  <small>(see Chris Quigley: Geography Curriculum Companion for topic details)</small>	<b>Human &amp; physical geography</b>  Biomes and Climate Zones:  - Temperate deciduous forest biome  - Marine biome  - Desert biome	<b>Place knowledge:</b>  South America:  - South America – population  - South America – rivers  - South America - mountains	<b>Locational knowledge:</b>  Using maps: features  Using maps: four-figure grid references  Using maps: six-figure grid references	<b>Human &amp; physical geography</b>  Biomes and Climate Zones:  - Taiga biome  - Freshwater biome  - Rainforest biome	<b>Place knowledge:</b>  North America:  - North America - population  - North America - rivers  - North America - mountains	<b>Human &amp; physical geography</b>  Biomes and Climate Zones:  - Ice biome  - Savannah biome  - Grassland biome