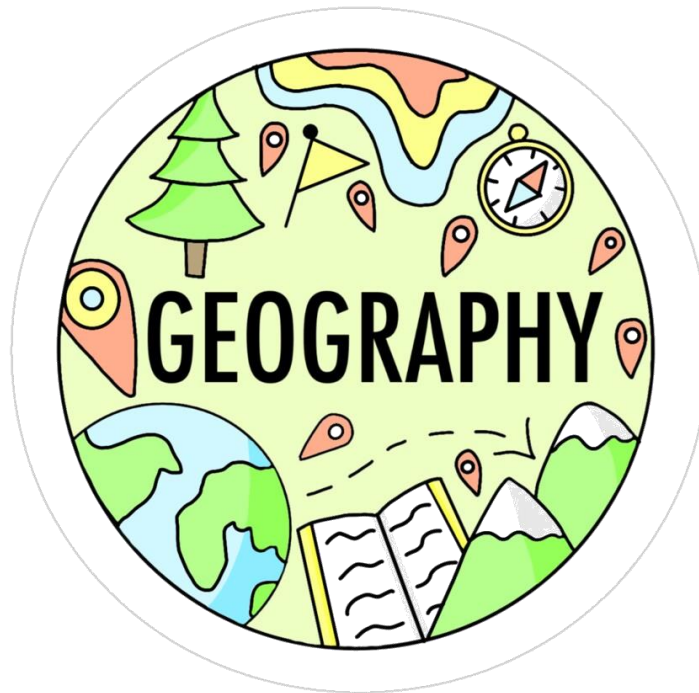


Geography Curriculum Progression Early Years to Year 6



Geography at Mandale Mill Primary School-

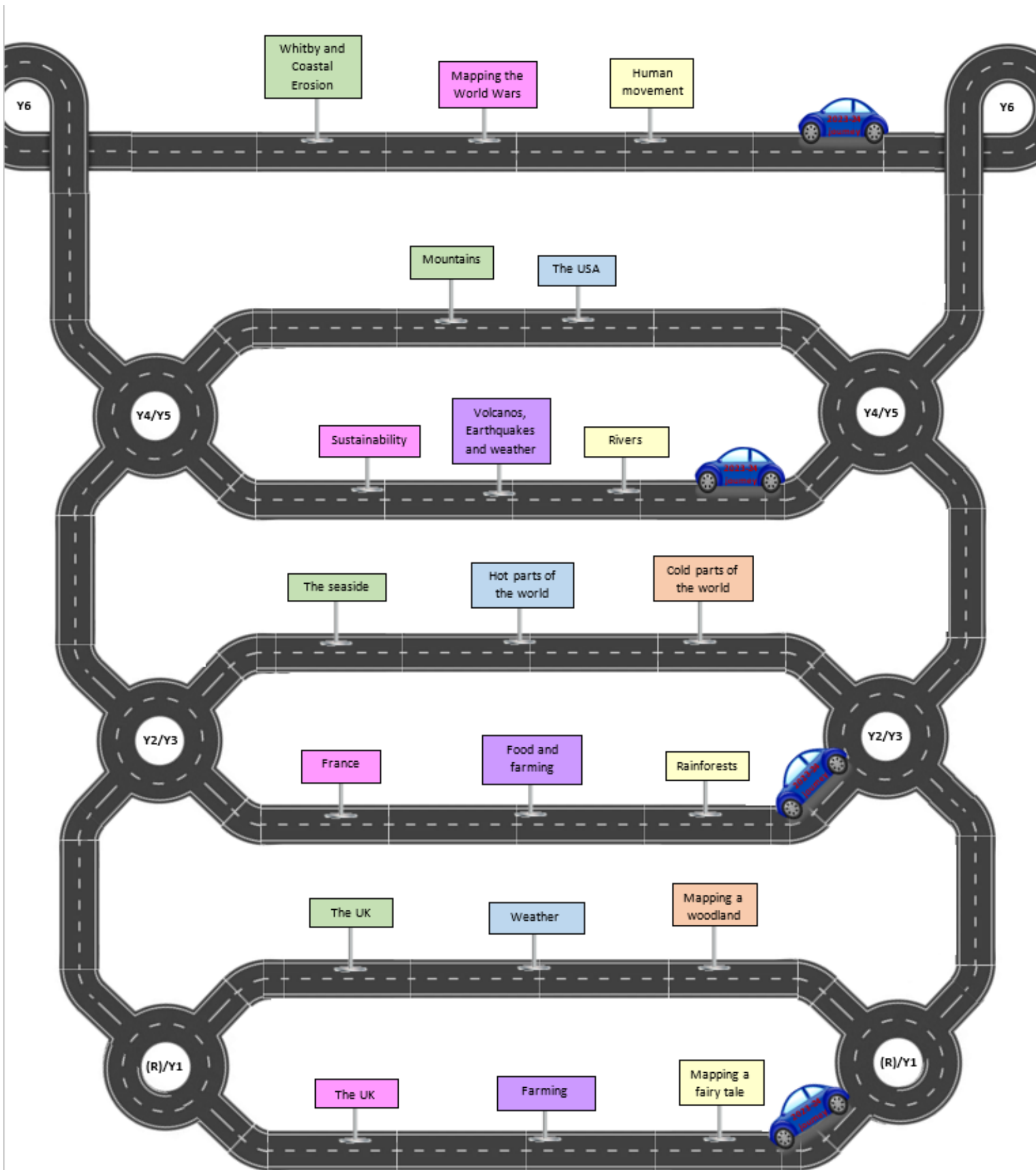
Our aim in Geography is to ensure all pupils, from all backgrounds including children with EAL and SEND, develop a greater understanding and knowledge of the world around them. Pupils will develop their sense of place, have a passion for the environment and their local area and they will become equipped with knowledge and experiences about the diversity of people, places, resources and natural and human environments. At Mandale Mill Primary school our intent is to ensure the skills in Geography are gained through rich learning experiences and they are transferrable to other curriculum areas and the wider world. Pupils will then contribute to building a better world in fairness, sensitivity and kindness to each other and the environment, to ensure all pupils grow up to be respectful members of society. Children will be encouraged to develop a passion for the subject by engaging in exciting learning experiences and creative lessons.

Knowledge has driven the philosophy in developing the Geography curriculum. The knowledge essentials specify what children should know in as much detail as possible and content sequenced such that there is a coherent flow. This ensures ideas build on secure foundations, staged towards challenging goals. Careful sequencing ensures that elements are regularly returned to, supporting pupils to accumulate knowledge over time, feeding previous topics into current topics supported by Practice and Retrieval strategies.





The Geography curriculum reflects careful thinking as to what is to be taught, the rationale for it, the sequencing of learning and the relationships between the forms of knowledge. As a result, pupils know more, remember more and can do more.

This document should be read in conjunction with the subject policy, the Teaching and Learning Policy and the Long-Term plan for each year group.

Geography roadmap-



Overarching principles-

Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
For example: being able to name and locate locations and their position in the world.	The connection of location and physical and/or human geography processes with personal experience.	For example: different climate zones, natural disasters, settlements and patterns seen in the world.	How to use maps and globes and how to collect different types of geographical data.
			

Key Geographical Knowledge Progression-

Year Group(s)	Key	Locational and Place Knowledge	Human and Physical Geography
Reception	Reception ELG	<p>ELG: People, Culture and Communities (aspects) Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts 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 – when appropriate – maps. <p>ELG: The Natural World (aspects) Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 	
Year 1 and Year 2	Cycle A Cycle B Knowledge built within the two years	<ul style="list-style-type: none"> Name and locate areas around the school. Name and locate Thornaby/Stockton within the UK. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Know the surrounding seas of the UK. Know that the continent we live in is Europe. Name and locate the seven continents of the world. Name and locate the five oceans of the world. Know where the North and South Poles are. Understand geographical similarities and differences through the study of human and physical geography of a small area of the UK- local seaside towns. Understand geographical similarities and differences through the study of human and physical geography of a non- European country- Polar regions and Brazil/Kenya. 	<ul style="list-style-type: none"> Identify physical and human features to develop understanding linked to farming in the local area and in non-European countries (rice farming in India and terraced farming in China). Identify physical and human features of a location and compare with own locality. Identify how different places have different climates and begin to consider why. Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. Identify physical and human features to develop understanding of a coastal location – Saltburn, Seaton Carew and Redcar.

			<ul style="list-style-type: none"> Identify the similarities and differences between places and environments, and understand how they are linked.
Year 3 and Year 4	<p>Cycle 1 Cycle 2</p> <p>Knowledge built within the two years</p>	<ul style="list-style-type: none"> Locate some of the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Locate some of the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. <ul style="list-style-type: none"> Name and locate major mountains of the world. Name and locate the countries of North America. Name and locate major rainforests of the world. Begin to understand time zones around the world. 	<ul style="list-style-type: none"> Understand the differences in climate & vegetation around the world (linked to farming/vegetation/food, biomes and rainforests). Understand key geographical aspects of mountains & Valleys. Understand how mountains are formed and how landscape can change over time. Describe the human and physical features of the Lake District. Know geographical regions of UK and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a European country- Study of France. Understand geographical similarities and differences through the study of human and physical geography of North America.
Year 5		<ul style="list-style-type: none"> Locate some of the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Locate some of the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate major volcanoes of the world. Locate key Earthquake zones of the world. 	<ul style="list-style-type: none"> Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Human impact on the environment. Distribution of natural resources focussing on energy Understand the physical geography of rivers (and the water cycle) and how this impact human geography that surrounds rivers. Understand geographical similarities and differences of the physical geography of a region (the river Nile compared with the Tees)

		<ul style="list-style-type: none"> Name and locate major rivers of the world. 	
Year 6		<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities with accuracy. Understand how maps and the 'location' of countries can change over time. Understand geographical similarities and differences through the study of human and physical geography of a contrasting coastal locality- Whitby. Name and locate the key topographical features including coasts and how these change over time. 	<ul style="list-style-type: none"> Economic activity & Trade Links Study economic activity including trade links, and the distribution of natural resources including energy and food Human Settlement Study types of human settlement and movement of people between settlements

Year group	Geographical Skills and Field Work
Year 1	<p>Use directional language to describe the location of features and routes on a map- Near, far, left and right Begin to use the four compass directions. Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school and recognise that it is about a place Use relative vocabulary to make comparisons (e.g. bigger/smaller, like/dislike) Draw around objects to make a plan. Use picture maps and globes.</p>
Year 2	<p>Revise directional language to describe the location of features and routes on a map- Near, far, left and right Use compass directions (North, South, East, West) Begin to use the grids on a map and use simple grid reference (A1, B1) Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Follow a route on a map. Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Look down on objects to make a plan view map.</p>

Year 3	<p>Begin to use an 8-point compass 2 figure grid reference Begin to identify points on maps (A,B and C) Use large scale OS maps. Try to make a map of a short route experienced, with features in correct order Try to make a simple scale drawing. Know why a key is needed. Use standard symbols. Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Begin to draw a sketch map from a high view point. Begin to use map sites on internet. Begin to use junior atlases.</p>
Year 4	<p>8-point compass 4 figure grid references Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Begin to recognise symbols on an OS map. Begin to understand contour lines on an OS map. Locate places on large scale maps. Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.). Draw a sketch map from a high view point. Begin to identify significant places and environments on maps Use large and medium scale OS maps. Use map sites on internet. Identify features on aerial/oblique photographs.</p>
Year 5	<p>8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Mexico, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Begin to understand scale on OS maps. Measure straight line distance on a plan. Find/recognise places on maps of different scales</p>
Year 6	<p>8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps)</p>

Draw a variety of thematic maps based on their own data.
Begin to draw plans of increasing complexity.
Use/recognise OS map symbols.
Follow a route on an OS map.
Describe features shown on OS map.
Locate places on a world map and use atlas symbols.
Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Use a scale to measure distances.
Draw/use maps and plans at a range of scales.
Draw a plan view map accurately.
Confidently identify significant places and environments