

Springbank Academy: Geography Progression

At Springbank, we aim to provide an in-depth curriculum with engaging learning topics that give full coverage of the National Curriculum and Early Years Foundation Stage. Spring term is our 'Explore' term where there is a whole school focus on Geography. Each year group is given an enquiry question or questions to answer at the end of their topic. These questions also provide opportunities for assessment and are designed for children to display the skills and knowledge they have gained.

The structure of our Geography lessons provides children with opportunities to revisit and consolidate their learning before the main input of the lesson deepens their knowledge further.

We want children to develop a natural curiosity about the world we live in, to ask questions and consider the effect and impact geographical issues have on the environment around them and wider world. This quote from Barack Obama sums up our view on Geography 'The study of Geography is about more than just memorising places on a map. It's about understanding the complexity of our world.'

Intent

We offer a structure and sequence of lessons that ensure our children have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum and the geographical elements within the EYFS. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. Our Geography curriculum offers a range of opportunities for investigating places around the world as well as physical and human processes. Lessons are intended to be progressive and improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progression in the subject.

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Implementation

In Early Years, children are given opportunities to explore local their immediate environment, the school grounds and the local area. Children are given directly taught inputs about Eastwood, different countries and cultures. Children are also given opportunities to explore both the local area and other countries through a range of engaging activities, such as role play shops, small world African villages and food tasting, designed to deepen their knowledge and understanding and promote their natural curiosity. In KS1, children begin to use maps and recognise physical and human features within the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Although Geography is taught across the school year, Geography is our subject driver within our 'Explore' spring term which is where Geography takes centre stage across school.

Impact

We believe that the impact of using Geography lessons as the basis of your curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and better quality teaching and deep learning can take place. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge. The children will not only learn key geographical skills and knowledge, but they will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet, showing tolerance and mutual respect towards others from different cultures and begin to learn about the complexity of the world around them.

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Early Years Foundation Stage Curriculum (Nursery and Reception)

Three-Four Year Olds	Understanding the World	<ul style="list-style-type: none">• Talk about what they see, using a wide vocabulary.• Begin to understand the need to respect and care for the natural environment and all living things.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos• Describe a familiar route. (Mathematics)
Reception	Understanding the World	<ul style="list-style-type: none">• Draw information from a simple map• Understand that some places are special to members of their community.• Recognise some similarities and differences between life in this country and life in other countries.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside• Recognise some environments that are different to the one in which they live• Understand the effect of changing seasons on the natural world around them.
Early Learning Goal	Understanding the World: People, Culture and Communities	<ul style="list-style-type: none">• 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 (when appropriate) maps.

National Curriculum (Year 1-6)

	Key Stage 1	Key Stage 2
Locational Knowledge	<ul style="list-style-type: none">• name and locate the world's 7 continents and 5 oceans• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none">• 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),

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		<p>and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • 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)
Place Knowledge	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 in North or South America
Human and Physical geography	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> • 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
Geographical skills and fieldwork	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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

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	<p>features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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 	
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Skills Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Name and locate different parts of the classroom and school.	Name and locate different parts of the local community. Describe a familiar route. I know that the world is made of countries.	<p>Name and locate different parts of the local community. Name, locate and identify the four countries and capital cities of the United Kingdom.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Name and locate significant places in their locality, the UK and wider world. 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, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name the Geographical regions. Know, name and locate the main rivers in the UK</p> <p>Know where the main mountain regions are in the UK Locate mountain</p>	<p>Locate Peru on a world map and their environmental regions. Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics'</p>	<p>Know the names of a number of European capitals</p> <p>Know the names of, and locate, a number of South or North American countries</p>	<p>Locate several countries relating to Darwin's Journey. Know about time zones and work out difference. Locate and know the names of four countries from the southern and four from the northern hemisphere</p>

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					ranges around the world.			
Place Knowledge	<p>Talk about what they see on the way to school.</p> <p>Know that people live in different places.</p>	<p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. Explore the natural world around them. Where they live is unique to them and their family</p>	<p>Explore and discuss 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.</p>	<p>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</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name the Geographical regions.</p>		<p>Understand key similarities and differences between living in the UK and in a country in either North or South America, focusing on the human and physical features. Compare and contrast South West, UK; Catalonia, Europe or Mountainous West; North America.</p>	
Human and Physical geography	<p>Use some geographical vocabulary in their play, including role play.</p>	<p>Describe some places and features using basic geographical vocabulary such as beach, sea, house, forest, mountain, factory and shop.</p>	<p>Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols. Identify the seasonal and daily weather patterns in the United Kingdom.</p>	<p>Identify the seasonal and daily weather patterns in the United Kingdom.</p> <p>Discuss and understand the location of the Equator and North/South pole</p>	<p>Name the geographical regions of the UK and their human and physical features. Including key topographical features. Know the water cycle.</p>	<p>Label layers of a rainforest. Research and understand what deforestation is, how it affects people socially, economically and the environmental</p>	<p>Know the human and physical features of countries in North and South America. Know why are industrial areas and ports are important</p>	<p>Know main human and physical differences between developed and developing nations. Know what is meant by biomes and what are the</p>

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			<p>Identify the location of the Equator and North/South pole.</p> <p>Use basic geographical vocabulary to refer to: key physical features and key human features.</p>	<p>in relation to hot and cold places.</p> <p>Know the main differences between city, town and village/ Explore and understand the advantages and disadvantages of these.</p> <p>Use basic geographical vocabulary to refer to: key physical features and key human features.</p>	<p>Know why most cities are located by a river</p> <p>Know how rivers and coastlines have changed over time. Know the implications of coastal erosion. Explore the land use patterns associated with tourism. Explore the social, economic and environmental implications of flooding.</p>	<p>implications. Debate the advantages and disadvantages of deforestation from different view points. Know about the vegetation belt of Peru and the food produced there. Know the names of and locate some of the world's deserts</p>	<p>Debate the advantages and disadvantages tourism in the South West, Catalonia and Mountainous West, looking at different views points.</p>	<p>features of a specific biome</p> <p>Know what causes an earthquake</p> <p>Label the different parts of a volcano</p> <p>Discuss how natural disasters impact on people's lives. Discuss and research new techniques, equipment and plans to lessen the effects in predominately affected areas. Debate whether these should be used more widely. (For and against)</p>
Geographical skills and fieldwork	<p>Look at local pictures including using Google Earth.</p> <p>Use positional language.</p> <p>I know I live in Eastwood.</p>	<p>Look at local pictures including using Google Earth.</p> <p>Devise a map of the classroom.</p>	<p>Know where the equator, North Pole and South Pole are on a globe</p> <p>Know which is N, E, S and W on a compass</p> <p>Know that they live in Eastwood, in</p>	<p>Know their address, including postcode. Know that they live in Eastwood, in Nottinghamshire, in the East Midlands, in England.</p>	<p>Use maps to locate countries in the UK. Use maps to locate the mountain ranges around the world. Know and name the eight</p>	<p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Know how to plan a journey</p>	<p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Know how to plan a journey</p>	<p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>Use Google Earth to locate a country or place of</p>

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		<p>Follow simple instructions.</p> <p>I know I live in Eastwood, in England.</p> <p>I know we live close to Nottingham.</p>	<p>Nottinghamshire, in England.</p> <p>Locate the United Kingdom and the 4 countries on a map.</p> <p>Use aerial photographs to recognise landmarks in the local community.</p> <p>Devise a simple map of the school.</p>	<p>Locate the United Kingdom and the 4 countries on a map, capital cities, oceans and continents.</p> <p>Understand as use left and right, far left, far right to discuss locations of features/routes on a map.</p> <p>Devise a simple map of the school with a key including physical and human features.</p>	<p>points of a compass</p>	<p>within the UK, using a road map</p>	<p>within the UK, using a road map</p>	<p>interest and to follow the journey of rivers, etc. Know what most of the ordnance survey symbols stand for</p> <p>Know how to use six-figure grid references</p>
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