

Snape Wood Primary and Nursery School-Knowledge and Skills Progression Map

Subject: Geography

Geography is one of our key curriculum areas. The 'Geography Curriculum' seeks answers to fundamental questions such as:

- Where is this place?
- What is it like and why?
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

It is also imperative that a geographer doesn't just answer questions but also asks and debates them:

- What could/should the world be like in the future?
- What can we do to influence change?

Each class may have a broad question, which can be split into smaller questions each week.

Intent

We aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught by focusing on knowledge and skills stated in the National Curriculum. We ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. Consideration is given to how knowledge will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes in geography are specifically planned for, with strong links between Geography and English

lessons identified, planned for and utilised. The local area is utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

Real World Application

Through geography, children are able to explore their world and have influence on what they would like it to become. Wherever possible, geography will have a real-world application for instance, writing to the local council about the state of the River Leen (year 4) or writing to local MP on how to improve sustainability in Snape Wood (year 6).

Impact

Through our geography lessons, pupils should learn key vocabulary and be able to apply their geographical skills to a range of geographical enquiries. Specific skills will have been developed including:

- Drawing and interpreting maps
- Identifying geographical features
- Formulating questions and developing research skills.

We ensure that our pupils are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Geography Subject Content

EYFS	<p>Understanding the World – Children at the expected level of development will:</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>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.</p>		
Key Stage 1	Immediate locality	Local geography – towns and cities	Countries of the UK including hot and cold countries
Year 3	Villages, town and cities	Mountains, volcanoes and earthquakes	Water and weather
Year 4	Rivers	Migration	Natural resources
Year 5	How do people thrive in the most deprived areas in the world?	Biomes	Energy and sustainability
Year 6	Local fieldwork	Population	Globalisation

Geography – KS1

Unit	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	<p>Name and locate the four countries making up the British Isles, with their capital cities.</p> <p>Name the surrounding seas of the United Kingdom?</p> <p>Talk about the main features of each of the four countries that make up the United Kingdom.</p>	<p>Compare Bulwell with a contrasting place in the UK.</p> <p>Talk about people and places beyond my local environment.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>
	Environmental, physical and human geography	Geographical skills and fieldwork
	<p>Compare and contrast the human and physical features of two British localities, including how the use of land differs in each Locality.</p> <p>Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities.</p> <p>Use aerial images to recognise landmarks and basic physical features.</p> <p>Use simple fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>Use a simple key to recognise physical or human features on a map?</p> <p>Create a simple map of my local environment.</p>
	Key Vocabulary: Town, city, feature, physical, human, shop, building, house, London, Bulwell, Nottingham, ariel view, capital city, landmark	
Unit	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	<p>To know the names of the countries of the UK and recognise their shapes</p> <p>To know how area and population vary between countries of the UK</p> <p>To be able to accurately label the countries of the UK on a map.</p> <p>Know the names of the capital cities of the UK and be able to locate them on a map</p> <p>Be able to use the shape of the UK coastline to locate places</p> <p>Know the names of UK bodies of water and locate them using an atlas.</p>	<p>B able to order settlements (village, town, city) based on size.</p> <p>Be able to describe the characteristics of small and large settlements.</p> <p>Know more about the four UK capital cities.</p> <p>Be able to identify examples of similarities and differences between capital cities.</p> <p>Recognise similarities and differences between a capital city and the place where they live.</p>
	Environmental, physical and human geography	Geographical skills and fieldwork
	<p>Be able to identify a range of physical and human features from aerial photographs.</p> <p>Be able to explain what physical and human features are and use them to</p> <p>Describe what a village, town or city is like.</p>	<p>Be able to use evidence to answer a geographical enquiry question</p> <p>Use simple directional language more fluently and have an emerging knowledge of distance, e.g. nearest, furthest, etc.</p> <p>Be able to communicate knowledge of the landmarks and characteristics (both positive and negative) of the UK's capital cities.</p>
	Key Vocabulary: Border, city, country, human features, physical features, population, settlement, town, village	

Unit	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	To know how to find Norway and the UAE on a world map.	To know different temperatures around the world. To use words to describe temperatures. To know the coldest temperatures falling below zero. To know that places being colder the further away from the equator they are, and hotter the closer they are to the equator.
	Environmental, physical and human geography	Geographical skills and fieldwork
	To know how and why animals have adapted to live in different places. To identify similarities and differences. To classify and sort animals. To know how hot and cold places are affected by their location	To follow a map of the school To use directions, e.g. 'left' and 'right' To record measurements To know that temperatures vary in different locations. To know what it means to 'read a photograph'
	Key Vocabulary: atlas, climate, continent, degrees Celcius, globe, location, temperature, thermometer, weather	

Geography – Year 3		
Unit Villages, towns and cities	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	Which countries in the world are densely populated.	What types of employment, shopping, leisure and transport are found in villages, towns and cities. What megacities are.
	Environmental, physical and human geography	Geographical skills and fieldwork
	How many people live on our planet. What ‘sparsely populated’ and ‘densely populated’ mean. Which natural resources are useful for a settlement. The positive and negative factors that can affect a settlement. What the different types of settlement are. What the features of the different types of settlement are. How early humans began to settle and farm. What the features of cities are. How land is used in cities.	What your ideal settlement would be like. What important features it would have. How to describe and draw your ideal settlement.
	Key Vocabulary: city, employment, land use, leisure, megacity, population, population density, settlement, town, village	
Unit Mountains, volcanoes and earthquakes	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	Where the major tectonic plates are. Where volcanoes are located.	Why we don’t have earthquakes or volcanic eruptions in the UK.
	Environmental, physical and human geography	Geographical skills and fieldwork
	What the four main layers of the Earth are. What the different types of crust are. What fold mountains are. What the two types of volcanoes are. How earthquakes happen. How volcanoes erupt. What people can do to deal with volcanic eruptions. What the immediate and secondary effects of earthquakes and volcanic eruptions are.	What people can do to deal with earthquakes. What the benefits of living near a volcano are. What the risks of living near a volcano are.
	Key Vocabulary: crust, mantle, outer core, inner core, granite, basalt, iron, nickel, epicentre, focus, fold mountain, friction, lava, magma, pressure, seismic waves, tectonic plates, shield volcano, stratovolcano, active volcano, dormant volcano, extinct volcano	
Unit	Geographical Knowledge	

Water and weather	Locational Knowledge	Place Knowledge
	Why the seasons are different in the northern and southern hemispheres. How the tilt of the Earth affects the seasons.	What types of weather we experience in the UK. Which air masses affect the UK.
	Environmental, physical and human geography	Geographical skills and fieldwork
	Where most of the water is located on Earth. How water turns from a liquid into a solid or a gas. What the water cycle is. How warm air behaves. What happens when water cools. How rain forms over mountains. What the seasons are. What air mass is affecting the weather today.	What a weather forecast is. What the symbols on a weather forecast mean. Why it is important to have a weather forecast.
	Key Vocabulary: air masses, condensation, forecast, gravity, hemisphere, rain shadow, solar system, water cycle, water vapour	

Geography – Year 4		
Unit	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
Rivers	Where the major rivers of the world are located. Where the Volga River is located.	How people use the Volga River. Why the Volga River is in danger.
	Environmental, physical and human geography	Geographical skills and fieldwork
	What a river is. What the parts of a river are called. What river erosion is. What river transportation is. What river deposition is. Why rivers are important to people. How rivers form waterfalls. How rivers form meanders and oxbow lakes. What a delta is.	What the most important uses of rivers are. How people use the river Leen (fieldwork). How polluted the river Leen is. Why the river Leen is important to Bulwell.
	Key Vocabulary:	

Unit Migration	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	Which continents have the most emigrants and immigrants How food is one way in which host countries benefit from migration	Why people migrated from the Caribbean to Britain. What happened to the Windrush migrants. The advantages and disadvantages of migration for source countries The advantages and disadvantages of migration for host countries
	Environmental, physical and human geography	Geographical skills and fieldwork
	Terms used to describe types of migration Push factors that push people to leave a place Pull factors that attract people to come to a place	What is meant by a character profile What a refugee is What details a profile of a migrant should contain Whether the contribution of migrants is appreciated enough.
	Key Vocabulary: Host country, illegal immigrant, immigration, migrant, migration, pull factor, push factor, refugee, source country, United nations	
Unit Natural resources	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	Which countries have a lot of natural resources Where Chile is located and what its geography is	What Chile's natural resources are Why copper mining is important for Chile What the UK's natural resources are Why coal was important for the UK Why wind power is important to the UK
	Environmental, physical and human geography	Geographical skills and fieldwork
	What natural resources are What makes natural resources valuable How the world's population has changed over time How the use of natural resources has changed over time Why the use of natural resources has increased	How burning fossil fuels leads to climate change How burning fossil fuels causes pollution Why mining can be dangerous for miners
	Key Vocabulary: Clean energy, climate, exports, fossil fuels, mining, natural resources, non-renewable, pollution, renewable, reserves	

Geography – Year 5		
Unit Slums	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	Where some large slums are located. Where Rocinha and Dharavi are located in their cities.	What slum conditions are like. Some key statistics about the two slum settlements. Why some people want to clear slums away. Why some people don't want to leave slums.
	Environmental, physical and human geography	Geographical skills and fieldwork
	What a slum is. Some similarities between the two slums. What the problems with jobs in slums are. What the problems with housing in slums are. What the problems with health in slums are.	How slums can be improved. Which challenges in Dharavi to prioritise. Which options for improving Dharavi to prioritise. What the costs and benefits of your chosen options are.
	Key Vocabulary: Developers, drug trafficking, extreme weather, landslide, living conditions, residents, sanitation, sewage, slums, working conditions	
Unit Biomes	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	Where the six major biomes are located Where your favourite biome is located	The names of six of the Earth's biomes What these six biomes are like Why some parts of the Earth are hotter than others Why some parts of the Earth are drier than others Why deserts are so hot and dry
	Environmental, physical and human geography	Geographical skills and fieldwork
	What a biome is Why there is a climate emergency Why some animals and plants are vulnerable to climate change How biomes might change What your favourite biome is How animals or plants are adapted to your favourite biome	Good reasons for protecting biomes Good reasons for protecting your favourite biome
	Key Vocabulary: adapted, biome, climate, drought, extinct, fossil fuels, greenhouse gases, permafrost, wildfires	
Unit Energy and sustainability	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	Where Freiburg is. Where Curitiba is.	How the parks in Curitiba are sustainable. How Curitiba's public transport system is sustainable. The sustainable measures Freiburg has taken.

	Environmental, physical and human geography	Geographical skills and fieldwork
	<p>Why the environment is under so much pressure today.</p> <p>Examples of sustainable and unsustainable practices.</p> <p>The ways humans can generate energy.</p> <p>What ‘renewable’ and ‘non-renewable’ forms of energy are.</p> <p>What fossil fuels are.</p> <p>Which countries rely on renewable energy a lot.</p> <p>What kinds of renewable energy there are.</p> <p>How renewable energy is generated.</p>	<p>What new technology is encouraging sustainability.</p> <p>Why it was sustainable to make the centre of the city pedestrian.</p> <p>How these measures support each other.</p>
	Key Vocabulary: economic/ economy, fossil fuels, non-renewable, renewable energy, sustainability, technology, unsustainable	

Geography – Year 6		
Unit	Geographical Knowledge	
Local Fieldwork	Geographical skills and fieldwork	
	Environmental, physical and human geography	
	<p>What fieldwork is.</p> <p>What the purpose of fieldwork is.</p> <p>How geographers can help people by doing different types of fieldwork.</p> <p>How maps are used for fieldwork.</p> <p>What a field sketch is and how a geographer makes one.</p> <p>What the difference is between quantitative and qualitative data.</p> <p>What a questionnaire is.</p> <p>What a survey is.</p> <p>How surveys and questionnaires are conducted.</p> <p>How different types of graphs can be used to present data.</p> <p>Why geographers use different collection tools.</p> <p>How to plot data on different graphs and charts.</p> <p>What your enquiry question will be.</p> <p>Which tools you will use to collect your data.</p> <p>What data you have collected.</p> <p>How to make sure that it is accurate.</p>	

	Key Vocabulary: Accuracy, analysis, conclusion, data, evaluation, fieldwork, hypothesis, qualitative data, quantitative data, research	
Unit Population	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	Which regions are the most populous. Which countries have ageing populations. How many people live on the planet.	What the population density is around the world. What the population density and distribution is around the UK.
	Environmental, physical and human geography	Geographical skills and fieldwork
	How improved healthcare can affect population. What an ageing population is. How an ageing population develops within a country. How Japan has attempted to address its ageing population. What a population pyramid is. How a population pyramid is used. How a population pyramid is created. What global food security is.	How the global population has risen over the last several centuries. Why the population of the UK has risen over the last several centuries. What the challenges to food security are. What the possible solutions to food insecurity are.
	Key Vocabulary: Birth rate, death rate, densely populated, food insecurity, food production, life expectancy, population, population density, sparsely populated	
Unit Globalisation	Geographical Knowledge	
	Locational Knowledge	Place Knowledge
	The ten companies that dominate global food production.	How different counties have contributed to globalisation. How different countries have benefited from globalisation. How different countries have disadvantaged from globalisation.
	Environmental, physical and human geography	Geographical skills and fieldwork
	What globalisation is. When globalisation began. How containers have contributed to globalisation. How communication has changed. How the internet has contributed to globalisation. How globalisation has increased trade. What trade agreements are. What fast fashion is. What the environmental costs of fast fashion are. What the human costs of fast fashion can be. How so few companies control so much.	What the advantages and disadvantages of the internet are. What the advantages and disadvantages of trade globalisation are. What the impacts of TNCs are.
	Key Vocabulary: Exports, fast fashion, globalisation, imports, profit, tariffs, tax, trade, transnational corporation (TNC), unsustainable	

Geography Disciplinary Knowledge Progression

Cause and effect

KS1	Year 3	Year 4	Year 5	Year 6
Pupils can <i>identify</i> several reasons for something and the results of these causes.	Pupils can <i>explain</i> the reasons for something and explain the results of these causes.	Pupils can <i>explain the relationships</i> in geographical knowledge.	Pupils can <i>explain the relationships</i> in geographical knowledge including the short, medium and long-term effects.	Pupils can explain the <i>significant factors</i> for something and explain the short, medium and long-term effects.

Change

KS1	Year 3	Year 4	Year 5	Year 6
<i>Identify</i> similarity and difference.	Identify change <i>over time and space</i> .	Can identify developments over time <i>in a range of environments</i> .	<i>Analyse change</i> , identifying trends and patterns.	<i>Recognise</i> trends and patterns by <i>observing</i> similar changes taking place <i>elsewhere</i> .

Decision-making

KS1	Year 3	Year 4	Year 5	Year 6
Can make choices within their immediate environment, about how it is used or managed.	Can make choices beyond their immediate environment, about how it is used or managed.	Plans need to meet at least some of a given criteria. Considers sustainability and impact when deciding.	Recognise that people may have different points of view and, as a result, may want/ make different decisions.	Recognise that collective decision making is determined by power. Some individuals or groups have a lot of power. Some have very little and are likely to lose out as a result of decisions.

Location and place

KS1	Year 3	Year 4	Year 5	Year 6
Provides examples of the way in which familiar places are affected by location. Can explain that places which share similar locations (e.g. hot or cold) may share common characteristics.	Knows places, including environments, people and events are affected by a range of locational factors e.g. physical, climatic or economic	Understands that similarity and difference in place and space occur because of physical, economic, religious and political location.	Describes how places have buildings, people, traditions, landscapes that shape how people feel about them.	Explains that our perceptions of a place are affected by culture, attitudes and experiences.

