St John's Catholic Primary School

Progression in Geography 2024

Overall Curriculum Intent

At St John's we provide our children with a rich and stimulating curriculum that encourages creativity, promotes independence and engages our pupils in the wider world around them. As a Catholic school we reflect the example of Jesus through the Gospel Values which underpin all aspects of school life and are shared with all through our mission statement.

St John's is a Forest School and we are very proud to be one of the few primary schools that have achieved the Gold mark awarded by the Council for Learning outside the Curriculum. This award acknowledges our commitment to delivering quality learning experiences that offer challenge and excitement using the outdoors environment as much as possible. We believe strongly in giving children the opportunity to develop core life skills such as resilience, independence, cooperation.

We plan using topics to encourage pupils and develop inquisitive minds and enthusiastic learners. We are committed to developing the whole of the child and acknowledge that children learn in different ways and shine in different areas. As a result, our curriculum is full of opportunities for pupils to excel across all subjects through well-planned, meaningful, class based and outdoor learning experiences that promote a deeper understanding of the curriculum.

In addition to the extensive curriculum offered, our children also enjoy a wealth of lessons delivered by subject specialists and over time, we have nurtured strong relationships within our local area so that all of our children are aware of their responsibilities as a member of the community and that a strong sense of citizenship is developed.

Geography Aim

The national curriculum for geography aims to ensure that all pupils

- 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
- 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
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Geography Intent

Our Geography curriculum will inspire children to be curious and fascinated about their immediate surroundings and the wider world as we develop their interests in the variety of human and physical conditions on the earth's surface. We create and foster a sense of wonder about the world inspiring a sense of responsibility and care as we equip children with the skills of critical enquiry and an ability to ask and answer geographical questions.

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	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Mapping	Geographical Skills: Communicate Geographical Information
Year 1 / 2	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Small area of the United Kingdom.** **Small area in a contrasting non-European country.**	Identify seasonal / daily weather patterns in the United Kingdom and the location of hot/ cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: ▪ 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	Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment. Investigate through observation and description. Recognise differences between their own and others' lives.	Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human/physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.	▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know which direction is North on an OS map. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. ▪ Find a given OS symbol on a map with support ▪ Begin to realise why maps need a key. ▪ Look down on objects and make a plan.	Speak/write about, draw, observe and describe simple geographical concepts, notice and describe patterns. Interpret/create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary to describe specific local geographical features. **ICT** Give/follow simple instructions to get from one place to another using positional and directional language. Use maps and other images to talk about everyday life Use simple electronic globes/maps do simple searches within specific geographic software. Use a postcode to find a place on a digital map /add simple labels to a digital map /use the zoom facility Use programmable toys or sprites to move around a course/screen Use cameras and audio equipment to record geographical features, changes, differences Describe and label electronic images produced.

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	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Mapping	Geographical Skills: Communicate Geographical Information
Year 3/ 4	Locate the world's countries, using maps to focus on Europe. Name and locate counties and cities of the United Kingdom. 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 A region of the United Kingdom. A region in a European country. A region within North or South America.	Describe and understand key aspects of: **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	Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences.	Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos.	▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances Relate measurement on large scale maps to measurements outside.	Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don't like about specific geographical features and situations. Use the zoom facility on digital maps, add a range of text and annotations to digital maps to explain features and places. View a range of satellite images Add photos to digital maps and draw and follow routes Use presentation/multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & websites.

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	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Mapping	Geographical Skills: Communicate Geographical Information
Year 5/6	Locate the world's countries, using maps to focus on Europe. Name and locate counties and cities of the United Kingdom. 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 A region of the United Kingdom. A region in a European country. A region within North or South America.	Describe and understand key aspects of: **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.	Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places.	Use eight cardinal points to give directions and instructions. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs.	▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans.	Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to the physical and human processes Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news Use appropriate search facilities when locating places on digital/online maps and websites / use wider range of labels and measuring tools on digital maps. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. Collect / present and communicate data electronically Investigate electronic links with schools/children in other places.

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