



Geography - Whole School Progression Map

Discovery MAT – Geography Curriculum Statement

Quotes that guide us:

'Geography underpins a lifelong 'conversation' about the earth as the home of humankind.' Geography Association

Why is it important to teach Geography? (Intent)

The purpose of geography is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It is important for children to understand where they live in the world and how this is similar and different to places in the rest of the world. Some children have never left their home city of Plymouth which is what makes Geography so important, it is our way of helping them to open their eyes to the wider world. We believe it is important to put equal emphasis on human and physical geography in order to create well-rounded learners.

Key Concepts:

- The world is diverse in terms of people, places, resources, natural and human environments.
- There are key physical and human features.
- Places influence people and people influence places.
- Places have changed and will continue to change - some change is good and some not.
- We need to look after the environment and take care of our world.
- We can gather information about the world in a variety of ways.
- Places can be represented through maps.
- Economic and environmental sustainability has an impact on individuals and settlements
- The impact of civilisations over time on the environment

Curriculum Design (Implementation)

Our Geography curriculum provides all our children with the tools to build on skills and knowledge in order to navigate the world and have a better understanding of places outside of Plymouth, as well as studying the local area. For Geography, we follow our MAT curriculum which is STEM based and uses the STEM skills in order to question and analyse key geographical elements. Each term, each year group will follow a theme which links to and builds on previous knowledge. We are careful to ensure that we are constantly building on vocabulary, which is a key focus, and this is evident on our long-term plans.

During the topic we refer back to previous learning and help them to retrieve this knowledge, applying Rosenshine's principles of learning using retrieval practice. Briefly recapping on what we already know is a key feature of lessons. The geography units include learning about the local area, a non-European country, a European country, and the environment. It is linked to other subjects where appropriate, and teachers are able to plan for this where they can.

We make good use of visits and visitors and think carefully about the timing of this to ensure that this links to current learning. For example, Year 6 visit Dartmoor and apply their map reading skills to plan their own route. This makes up part of our work on the local area. Year 4 also attend a residential trip where they are able to build on their knowledge of farming and food from Year 3. We invite visitors into school to further build on our rich experiences; this is organised on a yearly basis dependent on who is available and the current situation.

Our Geography curriculum gives children the opportunity to:

- Explore and understand the local area
- Expand on their contextual of globally significant places
- Interpret a range of sources such as; maps, globes, diagrams and aerial photographs
- Communicate geographical through a variety of ways including maps and extended cross-curricular writing

Knowledge Focused

To ensure clear sequences of learning we use the Discovery MAT progression documents as a starting point to plan lessons. These give small steps that build towards key end points that link to the National Curriculum. These break down the National Curriculum statements into smaller steps.

What we do well as a Trust (Impact)

As well as discrete lessons and learning taught through topics, the local context is vitally important to give our children an idea of Plymouth and the South West's role in local, national and world geography.

Children in KS1 develop an idea of their own local environment and then go on explore the physical and human geography of their locality on a regional, national, and global context. Key concepts are introduced. As they move into KS2, the content and development of concepts expand to look at Human and Physical Geography within Europe and the world.

Our children enjoy their geography lessons and enjoy rich experiences and field trips. One child said "I loved being able to plan and follow my route on Dartmoor. I felt really proud that I could read a map". We successfully link our geography topics across the curriculum in order to deepen the children's understanding and retention of vocabulary. We have developed links with the local community such as Fairtrade Devon and Devon Development Education. Forest school forms an important part of our children's learning experiences.



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Geography National Curriculum & EYFS Framework		
EYFS	KS1	KS2
<p>Objectives for KS1 and KS2 are numbered throughout the progression map so that we can ensure full coverage of the curriculum is being met. Please use these numbered statements when assessing.</p>		
<p>Nursery Development Matters Statements</p> <ul style="list-style-type: none"> Describe a familiar route. (M) Discuss routes and locations, using words like 'in front of' and 'behind'. (M) Use all their senses in hands-on exploration of natural materials. (UW) Explore collections of materials with similar and/or different properties. (UW) Talk about what they see, using a wide vocabulary. (UW) Plant seeds and care for growing plants. (UW) Understand the key features of the life cycle of a plant and an animal. (UW) Begin to understand the need to respect and care for the natural environment and all living things. (UW) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (EAD) <p>Reception Development Matters Statements</p> <ul style="list-style-type: none"> Draw information from a simple map. (UW) Recognise some similarities and differences between life in this country and life in other countries. (UW) Explore the natural world around them. (UW) Describe what they see, hear and feel whilst outside. (UW) Recognise some environments that are different to the one in which they live. (UW) Understand the effect of changing seasons on the natural world around them. (UW) <p>Early Learning Goals (ELGS)</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW) 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. (UW) 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. (UW) 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ol style="list-style-type: none"> 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 <p>Place knowledge</p> <ol 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 <p>Human and physical geography</p> <ol 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: 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 <p>Geographical skills and fieldwork</p> <ol 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 features; devise a simple map; and use and construct basic symbols in a key 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. 	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ol 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), and land-use patterns; and understand how some of these aspects have changed over time 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) <p>Place knowledge</p> <ol 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 within North or South America <p>Human and physical geography</p> <ol style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ol style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build



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<ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW)• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UW)• Make comments about what they have heard and ask questions to clarify their understanding. (CAL)• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CAL) <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)</p>		<p>their knowledge of the United Kingdom and the wider world Geography 187</p> <p>9. 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.</p>
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Geography Curriculum Overview (Geography Topics Highlighted in Green)						
EYFS	All About Me	Woodland Explorers	To Infinity and Beyond	Things that Grow	Trains, Planes and Cars	On the Seven Seas
Y1	Amazing Me	Weather Watchers	What's in the Toy Box?	Our Local Area	Women in History	Kenya: Too Hot to Handle!
Y2	Our Great Britain	British Bridges	Greenland: Below Zero	UK Climate	World Explorers	Commotion in the Ocean
Y3	Prehistoric Britain	Master of Disaster	Dinosaurs and Fossils	Food and Farming	Egyptians	Plymouth Hoe: Our City!
Y4	Shang Dynasty	Journey Through North America	Ancient Greece	Australia	Ancient Rome	Inventions Which Changed the World
Y5	Romans in Britain/ Anglo Saxons	Space: Out of this World	Vikings	Our Changing World	Ancient Maya	Amazon Rainforest
Y6	Dartmoor	Tudors: Port of Plymouth	British Empire & Industrial	Biomes of the world	20 th Century Conflict	



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Physical Geography	EYFS	KSI Progression of Learning		KS2 Progression of Learning			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		Observe and identify different weather types.	4. Identify seasonal and daily weather patterns in the UK, understanding how weather changes on a daily basis.	4. Investigate climate across the UK and how this affects plant growth.	5. Describe and understand how mountains and volcanos are formed.	5. Describe and understand how and why rivers are formed.	5. Explore different temperate zones and how these have changed over time.
Explore the natural world around them studying their own environment.	5. Observe key physical features of our local area (beach, coast, hills, ocean, seasons, weather, river).	3. Compare and investigate physical features of Great Britain and Greenland (cliff, coast, mountain, ocean, river, weather, glaciers).	5. Explore tectonic plates and what causes and earthquake to happen.	5. Understand how physical processes can cause hazards to people such as volcanos and earthquakes.	5. Identify and name rivers and mountains of the world and South America.	5. Extended description of physical features of different places around the world. For example, wildfires and earthquakes.	
Compare oceans and what lives there – looking at hot and cold, coral reef and arctic.	3. Compare the UK and Kenya looking specifically at their physical features.	5. Identify oceans of the world.	4 & 5. Investigate Mount Etna and look at the physical characteristics of the region (volcanoes, climate zones, rivers, mountains, oceans).	4. Compare Australia and the UK focussing on physical features such as (climate zones, vegetation belts, rivers and mountains.		5. Compare and contrast differing biomes.	
Observe different trees and flowers in the outdoor environment.	5. Identify the physical features of a hot and cold place such as the UK and Kenya (beach, forest, hill, mountain, ocean, seasons, weather).		5. Identify key physical features of our city.				

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Human Geography	EYFS	KSI Progression of Learning		KS2 Progression of Learning			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		Compare similarities and differences between communities and each other.	6. Observe key human features of our local area such as shops, amenities, housing etc.	4 & 6. Compare key human features of Greenland and Great Britain (cities, villages, factories, farms, housing, port, harbour and shops).	4 & 6. Describe the main features and compare differences of a well-known city/ village i.e. Sicily link to Mount Etna (land use, types of settlement, economic activity).	6. Investigate why people may want to live in a village rather than a city, using my understanding of the different types of settlements and how land is used.	6. Explore sustainable development and the use of renewable energy.
	Identify features of our outdoor areas, such as play equipment and flower beds.	6. Identify the human features of a hot and cold place, including how the use of land differs in each locality (cities, towns, factories, farms, houses, harbours).	6. Identify the key features of a garden.	6. Describe and compare how places trade with other places including looking at food miles and the impact this has on the environment. (Linked unit – Farming)	6. Describe and understand where energy comes from including renewable and non-renewable sources (Linked unit – Inventions which Changed the World)	4 & 6. Explore and identify human features of South America including (types of settlement, economic activity, trade links, population).	6. Understand the differing human reasons as to why conflict begins (land use, economic activity, trade, distribution of natural resources).
		6. Compare key human features associated with urban and rural areas of Kenya.		6. Explore Fair Trade looking at how farms are created, how farmers are treated and how their produce is distributed.			



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Locational and Place Knowledge	EYFS	KSI Progression of Learning		KS2 Progression of Learning			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Understand that we live on Earth.	1. Understand the concept of the world.	7. Understand the location of hot and cold areas of the world in relation to the equator and north and south poles.	7. Locate the tectonic plates around the world using maps.	1 & 7. Name and locate major cities and significant landmarks in North America.	3. Identify the different time zones and understand how the location of a place has a different time (Linked to unit of work – Space)	1 & 7. Locate the world's countries focussing on Europe, North and South America.
Observe the features of my own environment and compare them to others.	7. Locate Kenya on a world map in relation to the North and South Pole and equator.	1. Locate and name the world 7 continents and the 5 oceans.	3 & 7. Identify the position and significance of latitude, longitude, and equator.	3 & 7. Identify the position and significance of latitude, longitude and the tropics.	3 & 7. Identify the position and significance of the tropics of Capricorn, arctic and Antarctic circle.	3. Identify the position and significance of the prime/Greenwich/meridian and time zones and understand how the location of a place can have a different time zone.	
		7. Locate the equator and north and south poles on a globe and understand where it is hot and cold and why.	1 & 7. Locate countries and their climate where fair-trade food is grown.	1 & 7. Locate mountain ranges and rivers on a map of North America.	1 & 7. Read a variety of maps to locate and identify geographical regions and physical and human characteristics focussing on Europe.	7. Map the different biomes of the world.	
		2. Name and locate 4 countries and their capital cities in Great Britain,	2 & 7. Locate and explore counties of the UK		1 & 7. Name and locate major cities and countries in Europe and South America (Linked to unit of work – Amazon Rainforest))	7 & 8. Read ordnance survey maps effectively.	

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Geographical Skills and Fieldwork	EYFS	KSI Progression of Learning		KS2 Progression of Learning			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Explore my setting's outdoor area, identifying and naming its features (e.g., play equipment, different areas and surfaces, flower beds)	4 & 10. Observe the local weather and create a weather chart to describe this.	8. Understand and use simple compass directions and locational and directional language to describe the location of features and routes on their map.	9. Explore local facilities (e.g., shops, a library, a health centre) and talk about what happens there and investigate why people go there.	7 & 9. Label a modern map of China with the extent of the Shang Dynasty rule.	8. Begin to understand and use the 8 points of a compass.	9. Complete a fieldwork investigation looking into the local area (Dartmoor) including diagrams and pictures.
	Experience different weather conditions and their impact on the environment.	5, 6 & 10. Investigate the physical and human features of the school and school grounds: naming and describing what they see.	9. Devise an aerial map of my garden and to use a key and symbols.	7. Use symbols to represent different physical features on a map i.e mountains, volcanos, and earthquakes.	9. Use maps, atlases, globes and digital mapping to locate countries and their features.	8. Use 4 figure grid referencing, building on our key and symbol knowledge in the UK.	8. Use 6 figure grid referencing, building on our key and symbol knowledge in the UK and the wider world.
	Examine and discuss natural objects (e.g., leaves, twigs, stones).	4 & 10. Explore the local area of the school to devise a simple map of our local area.	8 & 10. Explore the local area by going on a planned walk to the local woods.	6 & 9. Investigate local produce and how it is grown through a visit to a local farm. Report on our findings when we return.		9. Create a sketch map of a city in the UK with symbols.	9. Create a sketch map of a city in the UK with symbols, key, and a scale (contour lines).
	Explore the immediate local area through walks.	4 & 10. Observe and record seasonal changes (e.g., to flowering plants and deciduous trees) in the school grounds and local area.					8. Understand and use effectively the 8 points of a compass (Continuation)



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Vocabulary by Topic							
Vocabulary	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p><u>ALL ABOUT ME</u> Community, wider world, similarities, differences, compare, tradition, houses, cities, earth.</p>	<p><u>WEATHER WATCHERS</u> Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice;</p>	<p><u>GREENLAND: BELOW ZERO</u> Equator, global warming, location, hot, cold, equator, north pole, south pole, globe, features, Greenland, Great Britain.</p>	<p><u>MASTER OF DISASTER</u> Volcano, earthquake, mountains, tsunamis, natural disaster, tectonic plates, eruption, Richter scale, measurement, regions, symbols.</p>	<p><u>JOURNEY THROUGH NORTH AMERICA</u> River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; oxbow lake, delta, meander.</p>	<p><u>OUR CHANGING WORLD</u> River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Raw material, Renewable, non-renewable, fossil fuel, Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; atlas, tropics of Capricorn and cancer.</p>	<p><u>DARTMOOR</u> Grid references, symbol, ordnance survey, maps, Dartmoor, study, fieldwork, diagrams.</p>
	<p><u>WOODLAND EXPLORERS</u> Trees, flowers, natural, woods, explore, environment, mud, sticks, hills, grass, materials.</p>	<p><u>OUR LOCAL AREA</u> Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital;</p>	<p><u>UK CLIMATE</u> Humid, seasonal, climate, plants, growth, location, countries, United Kingdom, aerial maps, gardens, key, symbols.</p>	<p><u>FOOD AND FARMING</u> Fairtrade, import, export, farming, food, local, food miles, produce, impact, environment, global warming.</p>	<p><u>AUSTRALIA</u> Indigenous, native, latitude, longitude, tropics, similarities, differences, compare, identify.</p>	<p><u>AMAZON RAINFOREST</u> Rainfall, climate zone, tropical rainforest, south America, rivers, mountains.</p>	<p><u>BIOMES OF THE WORLD</u> Subterranean, conservation, deforestation, biomes, vegetation belts, climate.</p>
	<p><u>ON THE SEVEN SEAS</u> Oceans, coral reef, arctic, hot, cold, animals, water, coast.</p>	<p><u>KENYA: TOO HOT TO HANDLE?</u> Globes, maps, atlases, features, human geography, physical geography, equator, north pole, south pole, Kenya, United Kingdom.</p>	<p><u>COMOTION IN THE OCEAN</u> North Pole, South Pole, compass, directions, north, south, east, west, left, right, maps, oceans.</p>	<p><u>PLYMOUTH HOE: OUR CITY!</u> Locality, urban, rural, village, city, town, amenities, services.</p>			



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