

Bluecoat Primary Academy Geography Progression Document 2020

**Geography Statement of Intent**

***Through believing in ourselves, in others and in God, we STRIVE for life in all its fullness.***

At Bluecoat Primary Academy we share a life-long love of learning and celebrate success in all its forms. Our stimulating and challenging curriculum means that each school day is fun and purposeful. In our nurturing and welcoming environment everyone is valued and everybody has a voice. We pride ourselves on our Christian ethos whilst embracing other faiths, ultimately believing in ourselves, in others and in God.

Geography is a key learning tool required to understand the world in which we live. Geographical study stimulates enquiry and provides answers to many questions concerning the human and natural aspects of our world. Through our Geography curriculum at Bluecoat Primary Academy, we will strive to equip children with a secure understanding of where they fit into the world geographically. We desire that children will develop an enquiring mind, curiosity for the natural world and its inhabitants, and believe it is essential that children leave Bluecoat as informed global citizens with a keen awareness of humankind’s relationship with nature and our impact on the natural world locally, regionally and globally. The curriculum will develop the broader aspirations, knowledge and skills needed to explore the rich and varied world they live in, through the exploration of different cultures, regions, biomes and habitats, through fun, engaging and challenging learning experiences. As a result of their exposure to Geography at Bluecoat, a key subject within our wider curriculum, learners will be equipped with an interest in, and understanding of, the Earth’s key human and physical processes, and its resources and environments, along with a greater appreciation for the lifestyles, customs and traditions of a broad range of peoples from across the world, and a deep understanding of place.

A robust knowledge-base of *place* is essential for our Geography curriculum. This knowledge is built systematically from the ‘Understanding the World’ strands in Early Years, to children learning about their locality, city and country in Key Stage 1, all the way to identifying our oceans, the tropics, the poles, continents – and more – in Key Stage 2. Once this is secure, at each stage of learning, our children will be able to deepen their geographical understanding by identifying patterns in human behaviour; be it local movement or migration, the necessity of waterways or coastlines for settlements, the human impact as a result of economic practices, and other related environmental issues. Once children are able to compare localities and realise that a city like Nottingham is similar to a city in South America, with comparable features, people and concerns, they will be better equipped to empathise, resulting in an experience to anchor their learning to. A key strength of ours is Bluecoat Primary Academy’s unique context, being a diverse community of learners and families, allowing for a greater shared knowledge of the impact of how what we do in our locality impacts other fellow global citizens in different regions of the world. The combination of the result of sound place knowledge and enquiry skills, along with our context, allows for deeper participation in learning; this is clearly aligned with our ‘Engage’ value, where we encourage our children to engage to be part of something special and to make a difference. Furthermore, in line with our broader Christian values, we seek to develop faithful individuals with respect for God’s creation, who take their responsibility as stewards of the Earth seriously.

The knowledge, skills of enquiry and passion for our world, acquired as part of their Geography studies and our unique context, will allow for Bluecoat Primary Academy children to be better equipped to deal with the local and global challenges of the future.

Geography Skills Progression Ladder

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Geographical enquiry** | * Teacher led enquiries, to ask and respond to simple closed questions.
* Use information books/pictures as sources of information, including aerial/plan view.
* Investigate their surroundings.
* Make observations about where things are e.g. within school or local area.
* Identify seasonal and daily weather patterns in their local area.
 | * Children encouraged to ask simple geographical questions: Where is it? What's it like?
* Use books, stories, maps, pictures/photos, including aerial/plan view, and internet as sources of information.
* Investigate their surroundings.
* Make appropriate observations about why things happen.
* Make simple comparisons between features of different places.
* Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in relation to the equator and poles.
 | * Begin to ask/initiate geographical questions.
* Use books, stories, atlases, pictures/photos and internet as sources of information.
* Investigate places and themes at more than one scale.
* Begin to collect and record evidence.
* Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
 | * Ask and respond to questions and offer their own ideas.
* Extend use of aerial photographs to satellite images.
* Investigate places and themes at more than one scale.
* Collect and record evidence with some help.
* Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.
 | * Begin to suggest questions for investigating
* Begin to use primary and secondary sources of evidence in their investigations.
* Investigate places with more emphasis on the larger scale; contrasting and distant places
* Collect and record evidence unaided
* Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life
 | * Suggest questions for investigating
* Use primary and secondary sources of evidence in their investigations.
* Investigate places with more emphasis on the larger scale; contrasting and distant places
* Collect and record evidence unaided
* Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
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| **Direction/Location** | * Follow directions (Up, down, left/right, forwards/backwards, near/far)
* Introduce children to simple compass directions (North, East, South and West).
 | * Follow directions (as yr 1 and inc’. NSEW)
 | * Use 4 compass points to follow/give directions, introduce 8 points.
* Introduce 4-figure letter/no. co-ordinates to locate features on a map.
 | * Use 4 compass points well.
* Begin to use 8 compass points.
* Use letter/no. co-ordinates to locate features on a map confidently.
 | * Use 8 compass points;
* Use 4 and 6 figure co- ordinates to locate features on a map.
 | * Use 8 compass points confidently and accurately;
* Use 4 figure co-ordinates confidently to locate features on a map.
* Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
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| **Drawing maps** | * Draw picture maps of imaginary places and those from stories, and of a known location (e.g. school).
* Based on their understanding of plan view, create a simple plan view map using own, basic symbols (e.g. shapes or pictorial representation)
 | * Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
 | * Try to make a map of a short route experienced, with features in correct order.
* Try to make a simple scale drawing.
 | * Make a map of a short route experienced, or studied (Viking invasion route, perhaps?) with features in correct order.
* Make a simple scale drawing.
 | * Begin to draw a variety of thematic maps based on their own data.
 | * Draw a variety of thematic maps based on their own data.
* Begin to draw plans of increasing complexity.
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| **Representation** | * Use own symbols on imaginary map.
 | * Begin to understand the need for a key.
* Use class agreed symbols to make a simple key.
 | * Know why a key is needed.
* Use standard symbols.
 | * Know why a key is needed.
* Begin to recognise symbols on an OS map.
 | * Draw a sketch map using symbols and a key;
* Use/recognise OS map symbols.
 | * Use/recognise OS map symbols;
* Use atlas symbols.
* Use cross-section diagrams of Earth.
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| **Using maps** | * Use a simple picture map to move around the school.
* Recognise that a map, drawn or otherwise, is about a place.
* Use map of school to locate areas and human/physical features of the surrounding environment.
 | * Follow a route on a map.
* Use a plan view effectively.
* Use an infant atlas to locate places, such as continents, oceans, equator, and poles.
* Use map of local area and human/physical features of the surrounding environment.
 | * Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering or a route of invasion/migration –Romans).
 | * Locate places on large scale maps, (e.g. Find UK or India on globe)
* Follow a route on a large scale map.
* Begin to use medium scale OS maps.
 | * Compare maps with aerial photographs.
* Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
* Begin to use atlases to find out about other features of places. (e.g. find wettest/driest areas)
 | * Follow a short route on an OS map. Describe features shown on OS map.
* Locate places on a world map.
* Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
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| **Scale/Distance** | * Use relative vocabulary (e.g. bigger/smaller, like/dislike)
 | * Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)
 | * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)
 | * Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)
 | * Measure straight line distance on a plan.
* Find/recognise places on maps of different scales. (E.g. seas and oceans.)
 | * Use a scale to measure distances.
* Draw/use maps and plans at a range of scales.
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| **Perspective** | * Draw around objects to make a plan.
 | * Look down on objects to make a plan view map.
 | * Begin to draw a sketch map from a high view point.
 | * Draw a sketch map from a high view point.
 | * Draw a plan view map with some accuracy.
* Use Hobo-Dyer actual land mass size map.
 | * Draw a plan view map accurately.
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| **Map knowledge** | * Learn names of some places within/around the UK. E.g. Home town, cities, River Thames countries, 4 UK countries, France.
* Begin using vocab such as beach, cliff, forest, hill, mountain, sea, ocean, river, soil, season and weather.
 | * Locate and name on UK map major features e.g. forests, home location countries and seas.
* Begin using vocab such as coast, valley, vegetation, city, town, village, factory, farm, house, harbour, port, shop, rural, urban and office.
 | * Begin to identify points on maps.
* Use vocabulary from KS1.
 | * Begin to identify significant places and environments.
* Begin to identify locations which contain certain biomes, using knowledge of the equator and tropics (tropical rainforest locations, for example).
 | * Identify significant places and environments.
* Use mapping of currents to aid understanding.
 | * Confidently identify significant places and environments.
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| **Style of map** | * Picture maps, infant atlases and globes.
* Begin to identify features on aerial/oblique photographs.
 | * Find equator, poles and hemispheres on globe.
* Use an infant atlas.
* Identify features on aerial/oblique photographs.
 | * Use large scale OS maps.
* Introduce topography.
* Begin to use junior atlases.
* Compare aerial photographs with maps.
 | * Use large and medium scale OS maps.
* Use junior atlases.
* Use map sites on internet.
* Identify features on aerial/oblique photographs.
 | * Use index and contents page within atlases.
* Use medium scale land ranger OS maps.
* Use Hobo-Dyer actual land mass size map.
 | * Use OS maps.
* Confidently use an atlas.
* Recognise world map as a flattened globe.
* Use a variety of world maps to help question our view of the world.
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| **EYFS** |
| Year Group: Nursery |
| Learning and experiences relating to Geography, from the Understanding the World and People, Culture and Community pathways, will primarily be taught through the use of quality texts – both fiction and nonfiction – fieldwork experiences (Forest School) and quality images. Links to other aspects of the EYFS curriculum are able to be exploited, including in Maths, where directional and positional language will be the primary driver for Nursery children’s positional understanding, and will form the basis for describing positions on maps as the children move on in their Geography learning into Reception and KS1.  |
| Geographical Knowledge* Understand the position of an object, area, item within a setting, be it in ‘real life’ or within an image/text.
* Describe the routes, location of an object, area, item within a setting, be it in ‘real life’ or within an image/text, as compared to other items in that location **without pointing** (E.g. *The flower is in front of the bush, next to the bench*).
* Describe a familiar route to/from school, to/from Forest School, to/from the class room to the dinner hall etc.
* Identify and describe differences and similarities between locations (including countries) as identified in images, photographs and reading texts.
* Share individual experiences of different locations (holidays, family visits) and describe the differences in landscape, weather, and cultural occurrences.
 | Fieldwork Opportunities / Map SkillsFamiliarisation of immediate location (school grounds), visit to local parks (picnic in Bilborough Park, taking time to observe the weather – identify season), visit to the library.Forest School fieldwork opportunities provide opportunities for hands on exploration of natural materials – How do trees feel? How is bark different to grass? Etc.Provide very simple map of the Forest School area for the children to read and identify and travel to different positions on the map. Journey stick activity to represent different locations on a journey to Forest School/other area of the school site. | Texts | VocabularyPositional: in front, below, behind, next to, under.Route, journey, care, look after, preserve, natural, man-made, same, similar, different, weather, warm, hot, cold, sun, snow, rain. |
| Year Group: Reception |
| Autumn: As part of the Understanding the World pathway, Reception children will gain a greater understanding of their immediate locality, wider suburb, city, and the cultures and human activities within those locations. They will be able to use simple language to describe their immediate environment, which should vary depending on where they find themselves (school vs fieldwork location), and make simple connections to the quality fiction and non-fiction texts they are exposed to.Spring: Spring’s themes are designed to broaden the children’s horizons, moving their location knowledge from their immediate surroundings to slightly further afield. Reception children will begin to understand the concepts of ‘home’ and ‘abroad’, that there are countries other than our own. Local travel experiences, using public transport, and opportunities to share personal experiences, will allow children to pin their learning onto tangible experiences. With the use of fieldwork experiences, quality texts, images, children can make observations on similarities and differences between locational features (human and physical).Summer: The study of animal and plant life cycles (butterfly, frog, and bean) provides some links to prior knowledge around locations and climates/weather patterns. The oceans theme progress the use of transportation to boats, with the introduction of pirates from the quality texts and start of theme experience. Children will know that bodies of water – seas and oceans – separate land masses which contain countries. The concept of continents does not need to be explicitly explored, however the knowledge of seas and oceans, masses of land and countries, will provide a firm foundation for the introduction on continents in KS1. Oceans also introduce a new habitat and opportunities to explore a wider range of wildlife. |
| Geographical KnowledgeAutumn: * Identifying where they live, that their home, school and life are located/occurs in Nottingham, which is a city in England/The UK.
* Describe physical geographical features of parks – parks have grass, trees, wildlife (specific animals linked to key texts) and are visibly different to the streets around them (no roads).
* Describe human geographical features – towns and cities have roads, buildings (different uses: school is different to a house, or a library).
* Discuss and describe how people use locations differently – dog walkers (people caring for animals), people reading, children learning in school, office workers working etc.

Spring:* People use different forms of transport – buses, cars, bicycles, trams, trains, aeroplanes.
* Transport allows people to move between locations – home to work, school to park, to go on holiday etc.
* People go on holidays, some people go abroad (to a different country).
* There are different climate/weather conditions in different countries (hot/cold, sunny/rainy etc.)
* Identify similarities and differences in different locations (quality images will suffice) – physical geography (nature).
* Identify similarities and differences in different locations (quality images will suffice) – human geography (man-made).
* Describe and discuss the different cultural experiences identified in texts/locations.

Summer:* Know that bodies of water surround the world and separate large masses of land which contain countries.
* Know that there are different uses of the seas and oceans – fishing industry, travel, leisure, transport, piracy etc.
* Draw information from simple maps.
 | Fieldwork Opportunities / Map SkillsFieldwork opportunities provide opportunities for hands on exploration of natural materials – How do trees feel? How is bark different to grass? Etc.Autumn: Familiarisation of immediate location (school grounds), visit to local parks (picnic in Bilborough Park, taking time to observe the weather – identify season), visit to the library. Provide very simple map of the school grounds for the children to read and identify and travel to different locations. Images of locations provided for children to ‘make’ or add to a map.Spring:Bus/tram ride (observe changes in weather – different season), virtual flight / vacation (role play).Summer:Children are to be introduced to maps which clearly show land and water. These can include images from texts, animal/concept maps. | TextsAutumn: Percy Park keeperSpring:Lost and Found (story) – cold locationHanda’s Surprise (TfW) – hot locationSummer:The Treasure of Pirate Frank (TfW) | VocabularyAutumn: road, street, town, city, country, Nottingham, England, The UK, park, wildlife, map, weather, seasons.Spring:Transport, bus, car, bike, tram, train, aeroplane (not airpane!), travel, country, weather.Summer:Sea, ocean, ferry, boat, ship, land, sea life. |

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| **Key Stage 1** |
| Year Group: 1 |
| Links to Prior Learning:KS1 Geography will build upon the experiences and learning taken place during the EYFS phase, primarily the Understanding the World (*Understanding the World* & *People, Culture and Communities*) unit of learning. Learners would have made observations, had discussions, and made comparisons of the key features of the natural and physical environments around them. Such observational and analytical skills are crucial for the next phase of learning to be successful. Children will understand their physical place within their locality, county and country. They will be able to explain that the United Kingdom of Great Britain and Northern Ireland consists of 4 countries, that Great Britain is an island whose capital city is London, and express their understanding of cities, counties and the related human and physical features of each urban and rural setting. Learners will be able to compare the physical and human similarities between cities, drawing on their own experiences and using a variety of sources of information, including maps and photographs.  |
| Suggested Geography Links to Themes:NottinghamDuring this unit of study, children will have the opportunity to develop an understanding of their city and how they fit into it. They will learn that they live in a suburb of a city, which is found within a county. Children will identify, analyse and distinguish between key human and physical features, such as places of worship, entertainment, trade centres, areas used for agriculture, rivers, countryside and other landmarks. Learners will assess areas of the city, use real-life fieldwork experiences as well as maps and photographs as sources of information, and establish which areas within the county boundaries are urban or rural.London / Wider UKBuilding on from their learning about their city, Nottingham, children will develop an understanding of their capital city, London. Using their recently acquired skills and knowledge, learners will have an opportunity to compare Nottingham with London, considering the similarities and differences in the respective cities’ human and physical geographical features. Map reading skills and analysis of photographs of London will be the primary skills used, as will maps of the UK for locating and plotting routes between the four constituent parts of our country, having identified that the UK is made up of four countries, spanning two main landmasses (islands; Great Britain and Ireland).  |
| Factual Knowledge and Skills: |
| 1. Geographical Skills and Fieldwork-Explore maps of school, Bilborough, Nottingham-Identify Nottingham and London on a map-Use maps and infant atlases to identify the United Kingdom and its countries -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -Use maps to identify coastal settlements-Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map-Introduce children to simple compass directions (North, East, South and West)-Use aerial photographs and plan perspectives to recognise basic human and physical features of a familiar area (e.g. school)-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-Based on their understanding of plan view and how human and physical features are represented pictorially, create a simple plan view map using basic symbols (e.g. shapes or pictorial representation) | 2. Location Knowledge-Understand that our school is located in Bilborough, a suburb within Nottingham which is a city in England.-Know about the local area and name key landmarks (parks, church, library, shops) -From the list of features of the local area, identify which are human or physical. Describe these features-Distinguish between physical and human geographic features-Identify what makes an area urban or rural. (Identify whether Bilborough is urban or rural)-Understand that Nottingham is a city-Identify and discuss the features of a city-Understand that Nottingham is located within the county of Nottinghamshire - Know that a county usually consists of a city, several towns and rural areas that surround them- Make comparisons between the city of Nottingham and London-Use knowledge of cities to make assumptions/predictions about what other cities within the UK might contain-Understand that Great Britain is an island and part of the UK -Know that the UK is divided into counties-Know that the coast (also known as the coastline or seashore) is the area where land meets the sea or an ocean-Understand that many towns and cities are located on the coastline and some of the geographical reasons for that fact – transport, industry (fishing) etc. | 3. Human and Physical Geography-Identify seasonal and daily weather patterns in the United Kingdom.-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.** -use basic geographical vocabulary to refer to key human features, including: **city, town, village, settlement, factory, farm, house, office, port, harbour** and **shop.** | 4. Place Knowledge-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Nottingham) and comparing it to another (London). |

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| Year Group: 2 |
| Links to Prior Learning:During Year 1, children will have learned about the main human and physical landmarks and features of a city, a coastal settlement and some rural locations. In Year 1, they will have been exposed to basic maps with simple symbols and representations for such features, without looking at scale, and will have an understanding of how a map, photograph or similar representation relates to a physical location. Year 2 learning progresses to expand their knowledge of place to the county of Nottinghamshire, utilising similar maps and representations whilst introducing scale. Location knowledge is expanded to take into account the wider world, including all 7 continents and 5 oceans, the Equator, North and South Poles, and associated climates. Additionally, learners’ appreciation of place is also expanded during a country study on Kenya, which will allow children to utilise prior knowledge of cities to compare Nottingham, London and their experiences of the UK to Nairobi and Kenya as a country in its own right.  |
| Suggested Geography Links to Themes:Robin Hood – Hero or Villain?Children will build on their learning in Year 1 based around Nottingham, expanding their horizon to the wider county and East Midlands region, embedding their place knowledge and mapping skills, in the context of a well-known, local legend. Learners will have opportunities to apply their map reading skills to plot potential journeys of Robin Hood on to maps, comparing modern maps of Sherwood Forest with historical records (Sherwood Forest covered 1/5 of all Nottinghamshire), as well as human and physical features on historical maps to their modern-day counterparts. Learners will add to their knowledge of urban and coastal settlements, further focussing on rural ones (Sherwood Forest). Children will focus more on rural settings, balancing the predominantly urban-based learning in Year 1. This unit of learning allows for children to develop their understanding of a county, whilst building a wider mental map of their locality and the features within it. Explorers – Captain Robert ScottThis unit of learning offers many opportunities to explore and develop geographical learning in meaningful ways. Children will use atlases, directional language, compass points and maps to locate the poles, understanding the terminology, climate and weather patterns at these locations. Scott’s sea journeys will allow learners to identify seas and oceans sailed, along with continents whose coasts border these water bodies. Learning about the poles, the climate region and biome (brief introduction) will allow for some comparative discussions, using video, photo and first-hand account sources of information to assist their understanding. Introducing the Equator at this point, briefly, explaining the distance from it determines temperature and climate, will aid comparative understanding and assist when undertaking the Kenyan country study.Savannah / Kenyan Country StudyChildren will learn about another continent – Africa – as a contrasting comparison to Antarctica. They will be able to name some countries within it, particularly focussing on a comparative country study on Kenya. They will learn about its constituent parts (plants, animals, weather patterns etc.) and build links between their knowledge of our planet’s physical features and the reasons for these occurrences. This study will also allow for deep learning to take place and misconceptions to be questioned and avoided, such as highlighting the many similarities between Nottingham, London and Nairobi, all being cities and the assumption that either all Africans are poor or all of Africa is savannah/desert/grasslands. Teachers are to avoid reinforcing certain stereotypes, such as the Maasai being completely traditional and representative of Kenyan/Tanzanian people.  |
| Factual Knowledge and Skills: |
| 1. Geographical Skills and Fieldwork-Use maps of different scales and understand what scale is e.g. compare A4 map of Nottingham vs A4 map of UK and A4 map of the world. -Use different representations of world maps, including infant atlases, globes and digital/computer mapping (Google Earth) to locate countries, continents and seas/oceans, and identify features studied. -Use simple compass directions (North, South, East and West) to describe the location of countries compared to UK, features studied and routes on a map -Use simple 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 photograph, of differing scales, if possible, and plan perspectives to recognise landmarks and human and physical features-Devise/create a simple plan view map; and use and construct basic symbols in a key -Use simple fieldwork and observational skills to study the geography of their locality and its key human and physical features. | 2. Location Knowledge-Know that the United Kingdom is located in the continent of Europe. -Know that Africa is a continent and be able to name some African countries. -Name and locate the world’s seven continents.-Name and locate the world’s five oceans. -Know the relative locations of the continents and oceans to the Equator and North and South Poles.-Describe the position of Europe, Antarctica and Africa in relation to one another, and their position relative to the Equator.-Introduce the terminology and concept of hemispheres. -Locate the continents and oceans using a map and globe (discuss the difference of these two representations).-Locate the Equator and poles using a map and globe (discuss the difference of these two representations).- Know that a savannah is a tropical grassland and be introduced to the term ‘biome’ through teachers using it *(Teacher knowledge: savannahs are located at tropical latitudes)*. | 3. Human and Physical Geography-Ask and answer geographical questions about the physical and human characteristics of a location.-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. -Know the different climates in each location covered – Nottinghamshire, Kenya and Polar regions.-Add to basic geographical vocabulary, referring to key physical features, and have a full understanding of them including: **beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, climate, savannah, tropical, biome, equator, poles, hemisphere(s), polar region** and **continent(s).** - Add to basic geographical vocabulary, referring to key human features, and have a full understanding of them **city, town, village, settlement, factory, farm, house, office, port, harbour, shop, base** and **landing site.**  | 4. Place Knowledge-Know and name some significant landmarks in Nottingham and Nottinghamshire. (eg. Nottingham Castle, Sherwood Forest, River Trent). -Recognise a natural environment (physical) and name some of its features. -Recognise a human environment (urban) and name some of its features.-Can describe the physical and natural features of our wider locality (Nottingham and Nottinghamshire)-Understand geographical similarities and differences through studying the human and physical geography of Nottingham and contrasting localities (Nairobi/Antarctica).-Know that Kenya is a country within the continent of Africa (location knowledge and proximity to Equator is essential). |

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| **Key Stage 2** |
| Year Group: 3 |
| Links to Prior Learning:Children leaving Key Stage 1 will have a secure knowledge of Nottingham and the UK, its human and physical features, and an understanding of their sense of place in the world. They will have been exposed to various visual representations of the physical world, through maps of different scales, symbols and keys for physical and human features, and aerial, plan-view photographs. Learners know what and where the 7 continents and 5 oceans are, and know how climate changes depending on proximity to the North and South Poles and Equator. Human geography, such as settlements and transportation, will also be familiar to them.Geography in Year 3 will build upon prior learning and knowledge in a number of ways. Children will experience different representations of maps, including Ordinance Survey (OS) maps with 4 figure grid referencing being introduced, as well as an introduction to topography (what it represents, not necessarily scale). Learning about rivers, their location relative to settlements, and the human aspects associated (trade etc.), source and mouth at a coastline provides clear progression and connection for country comparison. Year 3 will introduce another African nation, Egypt, which should show a clear distinction between Northern African and sub-Saharan African nations in terms of culture and climate, enabling misconceptions about this vast continent to be avoided. Retrieval opportunities for prior knowledge will be evident in comparing the use of rivers for trade and the importance of these bodies of water for all civilisations, both ancient and modern. |
| Suggested Geography Links to Themes:CivilisationAncient Egyptian study locating the country, within the African continent, and its human and physical features. The children will be introduced to rivers, as a path to the sea, and how rivers are distinguished from other flowing bodies of water. Human geography links to physical features will be explored, such as cities being located predominantly by rivers. Opportunities for comparisons between UK cities studied and another, yet sub-Saharan, African nation (Kenya – Y2) will provide deep and meaningful learning and help dispel misconceptions, particularly in terms of climate, land use, human and physical features. EmpireRoman Empire, European-based study further developing links between the UK and Egypt learning, looking at migration, human geography occurrences as a result of physical geographical features (rivers, seas/oceans, coasts, mountains and volcanoes – Pompeii – and land use). This topic is the first introduction of continental Europe to our learners, therefore sufficient time should be provided to explore place knowledge using maps, both modern and of the time being studied. The Greatest ShowCircus related study with strong, local human geography links. Maps, with grid referencing and compass points (introduce 8 points here), will be used to identify location of prominent circuses within the UK (including N. Ireland) and children will create their own referencing grid on maps provided or sketched themselves. Fieldwork skills can be developed further in this topic, identifying transport infrastructure, footfall and locations with sufficient space to position a circus, when designing their own event.  |
| Factual Knowledge and Skills: |
| 1. Geographical Skills and Fieldwork-Use different representations of world maps, including atlases, globes and digital/computer mapping (Google Earth) to locate countries, continents and seas/oceans, and identify features studied, taking into account each map’s scale.-Use localised, large scale Ordinance Survey (OS) maps, introducing grid references, to help identify and describe features studied.-Introduce the concept of topographical maps to help identify and describe features studied. -Use the 4 points of a compass, being introduced to 8 points, four-figure grid references, symbols and key 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. Opportunity to access footfall and traffic data here for planning of events, such as where to position a circus, for example. | 2. Location Knowledge-Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, and west) and the names of nearby counties.-Locate and describe some human and physical characteristics of a North African country, Egypt, highlighting the importance of the river Nile. -Use a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. -Identify that most major cities are located around rivers.-Develop an understanding of how rivers have an influence on human geography. -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.-Locate the world’s countries (those studied), using maps, concentrating on their environmental regions, key physical and human characteristics, and major cities. | 3. Human and Physical Geography-Ask and answer geographical questions about the physical and human characteristics of a location.-Describe and understand key aspects of: physical geography, including:* rivers
* coastlines
* climate zones

-Study the impact that physical geography can have on human geography, including: * types of settlement
* land use (North Africa/Egypt)
* economic activity including trade links
* the distribution of natural resources including energy, food, minerals and water (link with rivers – both Roman Empire and Egypt).

-Know that a river is the path that water takes as it flows downhill towards the ocean.-Know that the start of a river is called the source and the end is called the mouth. | 4. Place Knowledge-Understand geographical similarities and differences through the study of human and physical geography of the UK and a region in a European country (Italy).-Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere, Arctic Circle and Antarctica and their influence on climate.  |

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| Year Group: 4 |
| Links to Prior Learning:Year 4 will provide progression in knowledge and skills in a number of ways. Children will continue to experience different representations of maps, including Ordinance Survey (OS) maps with 4 figure grid referencing, however they will be introduced to the concept of 6-figure referencing. The use of all 8 points of the compass, after being introduced in Year 3, will be required this year and can be applied when describing relative locations compared to key features of our world map, such as the Equator, North and South Poles, Tropics and continents, as the children increase their knowledge and skills in cartography. In depth studies of South America and Asia, retrieving continental knowledge from Year 2, will provide opportunities for climate comparisons with the UK, using knowledge of the reason for certain climates with justified predictions being made. Additionally, children will pick up on the term ‘biome’, having been introduced to the savannah tropical grassland biome in Year 2, expanding their understanding of the terminology. Their topographical knowledge, obtained in Year 3, will be applied to identifying mountain ranges in India, allowing for comparison with the UK and Amazon region and, whilst topographical scale is not necessary knowledge at this point, an introduction to this would be relevant when comparing mountain ranges in different countries. Links to prior learning on rivers, coast lines and sea journeys will be retrieved when studying the Amazon, transportation between Great Britain and its colonies, which will also provide an alternative, contemporary example of Empire, building upon knowledge gained in Year 3.  |
| Suggested Geography Links to Themes:What a Wonderful WorldThis rainforest-based unit takes place predominantly in the Amazon, South America, the first time our learners experience the South America continent and the Americas in the Geography curriculum. Place and locational knowledge, as a result of this, is essential. This unit of learning will provide an opportunity for a good balance of human and physical areas to be taught, and the contentious relationship between the two – as a result of economic migration, industrial/economic practices (mining, logging, farming, oil extraction and tourism). Opportunities for deeper understanding and broader knowledge acquisition of concepts already exposed to could be utilised here, such as a comparison of the traditional primary/generic water cycle to that of the specific rainforest water cycle, and soil composition/root structures in the rainforest compared to those in UK forests. What The Dickens?Previously a primarily History-based topic, the study of Victorian Britain allows for an opportunity to undertake a study on India, a country and continent (Asia) that our children will not have been exposed to in Geography until Year 4. As this is the first introduction of continental Asia and India to our children, sufficient time should be allocated to explore place knowledge using maps, both modern and of the time being studied. Additionally, comparisons should be made between climates, size (land mass and population), location and proximity to the tropics and equator, providing opportunities for children to hypothesise e.g. what types of forests might India have? (Andaman and Nicobar Islands contain India’s tropical rainforests). Other possibilities include human geographical study comparing land use, economic practices and living conditions in Victorian India and Victorian Britain. Anglo Saxons and Vikings (Name TBC)This primarily History-based topic will have clear opportunities for meaningful Geography learning to take place. Returning to Northern Europe, and England, prior knowledge will be retrieved, specifically physical and human features of the UK (England), coastlines, rivers and cartography skills in identifying place of origin for invaders and their journeys to the British Iles. Land use and locational reasons for settlement (existing settlements, proximity/access to rivers and coasts, farming conditions – fertile soil and comparative climate to Vikings’ homelands – and Britain’s strategic location for continental Europe) could also be explored, using a variety of maps, including contemporary OS maps and primary source, historical hand-drawn maps. |
| Factual Knowledge and Skills: |
| 1. Geographical Skills and Fieldwork-Use different representations of world maps, including atlases, globes and digital/computer mapping (Google Earth) to locate countries, continents and seas/oceans, and identify features studied, taking into account each map’s scale. -Use the eight points of a compass-Use 4-figure grid references and introduce the concept of 6-figure references on large and medium scale Ordnance Survey maps, along with symbols and a key, to build upon their prior knowledge of the United Kingdom. -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. | 2. Location Knowledge-Identify the position and significance of the Equator, the Tropic of Cancer and Tropic of Capricorn, the Northern Hemisphere, Southern Hemisphere, Arctic Circle and Antarctica.-Identify the tropics between the latitude lines of the Tropic of Cancer and the Tropic of Capricorn. -Know that the tropics are regions of the Earth that lie roughly in the middle of the globe. -Describe tropical climates and seasons using geographical vocabulary, using this knowledge to describe why Rainforest biomes are located within the tropics.-Locate the world’s countries, using maps to focus on Europe and South America, and Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.-Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. | 3. Human and Physical Geography-Ask and answer geographical questions about the physical and human characteristics of a location.-Describe and understand key aspects of physical geography, including: * climate zones
* biomes
* rainforests
* rivers
* the water cycle (UK and within a rainforest)

-Describe and understand key aspects of human geography, including:* types of settlement and land use
* economic activity including trade links and the distribution of natural resources including energy, food, minerals, water and people

-Deepen understanding of the interaction between physical and human processes e.g. understand how human activity is influenced by climate and weather (migration/land use). | 4. Place Knowledge-Understand geographical similarities and differences through the study of human and physical geography of the UK and a region in an Asian and/or South American country (India/Brazil).-Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere, Arctic Circle, Antarctica and the Tropics of Cancer and Capricorn, and their influence on climate. |

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| Year Group: 5 |
| Links to Prior Learning:Year 5 Geography learning will build upon the knowledge gained from previous years including knowledge on the UK around settlements, land use and rural human and physical features, from Years 1 and 2. Year 2’s study location of coastal settlements, which lead to identifying the oceans and continents, will also provide opportunities for retrieval and scaffolded learning to take place. Further development of the concept of international trade, as briefly referred to in Year 3, will be developed when looking at the ‘Trade Triangle’ and forced migration in reference to the slave trade. Furthermore, 6-figure grid referencing on OS maps will be fully secured when identifying human and physical features on maps, relating to the comparison of Stone Age/Iron Age to modern Britain, and visual representations of the physical world and its features will be progressed to include tidal charts, ocean current maps and digital modelling, and geological charts. The learners’ personal, social responsibility learning, building on from Year 4’s ‘What a Wonderful World’ topic, will be deepened when studying our oceans and the consequences of human interaction with them for trade, travel and other economic practices, further reinforcing all of our calling to be stewards of our world. Additional comparative place study opportunities in Year 5 will broaden our children’s understanding of the world and provide yet more opportunities to compare the human and physical geographical features and occurrences, as will studying the oceans as an additional, yet vastly different and diverse, habitat for life. |
| Suggested Geography Links to Themes:A Fight For FreedomThis black history and civil rights, primarily history-based, topic will further educate children on the historic and continuing inequalities in our world and, in an attempt to avoid reinforcing a ‘potted’ black history, will involve looking both at the UK and further afield. Brief references to South Africa, when learning about Nelson Mandela’s fight for freedom and an end to apartheid, and a West African/Caribbean country study, when looking at slavery and trade links within the ‘trade triangle’ will be able to provide comparison opportunities for climate, land use and migration (forced), and the human and physical geographical reasons for West Africa being seen as a beneficial region for slave exploitation and transportation. This could provide a bridging link with the ocean-based topic, studying the Atlantic Ocean and/or Caribbean Sea in greater detail.OceanPrimarily a Geography-rich theme of learning, this topic will provide learners with a greater understanding of not just where our oceans are, but what happens within them from sea life, currents, underwater topography and the interaction between humans and the seas and oceans for travel, migration, economic purposes, as well as the negative environmental impact human activity can have on the oceans. Further links to how the physical environment, such as climate and weather patterns, impact human behaviour in migration, use of seas and oceans for economic benefit and trade can be explored in this unit of learning.Stone Age to Iron AgeStone Age to Iron Age covers around 10,000 years, between the last Ice Age and the coming of the Romans, providing retrieval opportunities to learning undertaken in Year 3 during the ‘Romans’ topic of learning, where some focus was given to land use and other human and physical features of England at that time. Retrieval of prior knowledge should also take place with regards to learners’ understanding of settlement locations, proximity to physical resources, and their knowledge of the British Isles’ regions, rivers and coastline. Interaction between human and physical geography during the period of study will be one of the primary focuses for this unit of learning, where comparisons living conditions, settlement locations (Orkney – Skara Brae), mining, farming and other economic/trade practices can be made to the modern day United Kingdom. |
| Factual Knowledge and Skills: |
| 1. Geographical Skills and Fieldwork-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, including ocean current maps and the Hobo-Dyer Equal Area Projection map. -Use digital/computer mapping to locate and create own maps of locations within countries/regions of the British Iles, illustrating where surviving UK monuments from the Stone, Bronze and Iron Ages are located. -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of medium scale 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 of our world, using a range of methods, including sketch maps, plans and graphs, and digital technologies, including tidal chart timetables. | 2. Location Knowledge-Locate the world’s countries, seas and oceans, using maps to identify countries studied, including their major cities and other settlements. -Locate the world’s countries using maps, focussing on countries studied, to identify key physical characteristics (eg seas, rivers, fertile land for agriculture, deposits of iron, copper and zinc for bronze production)-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 of the Equator, Northern Hemisphere, Southern Hemisphere and the significance of latitude, longitude. Use this language to discuss the position of continents and countries and their relative climates-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic Circle and Antarctica.-Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).-Understand that there are five oceans that cover just over 70% of our planet, and they are all connected together.-Know that the nearest ocean to the UK is the Atlantic Ocean. It stretches from Europe to North and South America, and is the second largest of the five oceans.-Understand what currents are, that the water in our oceans is constantly moving in patterns (called currents) and as the currents flow around the planet they move cold and warm water from one place to another, changing climate and temperatures all over the world. | 3. Human and Physical Geography-Describe and understand key aspects of physical geography, including: * climate zones
* biomes
* vegetation belts
* oceans and seas, including currents, tides/tidal waves (not tsunamis) and ocean habitats
* Metal deposits/geology of regions within the in the UK’

-Describe and understand key aspects of human geography, including: * types of settlement
* land use
* natural resource use (weapons, tools, agriculture etc.)
* economic activity including trade links and the distribution of natural resources including energy, food, minerals, water and people (ports, super tankers etc.).
* Pollution is our oceans
* Trade Triangle

-Deepen an understanding of the interaction between physical and human processes e.g. understand how human activity is influenced by climate and weather (forced migration/land use/economic exploitation).-Begin to understand and explain how countries and geographical regions are interconnected and interdependent | 4. Place Knowledge-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, Africa and/or a region within the Caribbean.-Begin to understand and explain geographical diversity across the world. |

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| Year Group: 6 |
| Links to Prior Learning:By the time Bluecoat Primary Academy learners become Year 6 children, they will have a strong understanding of their place within the world, the similarities and differences between their locality, and the UK as a whole, and a wide range of locations on almost all continents, including human and physical features, natural occurrences, biomes, climate zones, land use and the economic and ecological impact of human activity on these locations. Cartographical and map reading skills, analysis of data - some of which obtained from first hand - primary fieldwork, and the reading of a variety of visual representations of the previously mentioned human and physical geographic features, are all geographical skills that learners will be experienced in undertaking. Yeah 6 geographical learning, therefore, will allow opportunities to retrieve and build upon prior knowledge and skills through the study of a broader range of locations, countries and regions of previously visited continents, further building a library of information and knowledge our learners can use for comparison, analysis and hypothesis. Through accessing data charts and graphs, applying prior and newly obtained knowledge, learners will make reasoned predictions about the location of natural disasters and make the connection between these to describe the human impact of such disasters, be it forced migration, resulting from loss of home and/or economic ruin, impacted international trade, both areas of learning built up in previous years.  |
| Suggested Geography Links to Themes:EuropeThe study of Europe, including Russia, based on modern conflicts, will allow for further deepening of place and human and physical geographical feature knowledge, adding to already secure place and location knowledge. Through studying locations across continental Europe, using maps to identify countries, regions and their topography, and comparing the relative climates to prior knowledge of that of other continents, children will have a deep and broad knowledge of place. A focus on the then USSR, now Russia, and potentially Poland, will be the first time this large Eastern European nation is brought to the attention of our learners, and will provide distinct comparison opportunities between it, the UK and the rest of Europe, in terms of population density, using data to support learning, and political lines. AsiaBuilding on prior learning and knowledge from Year 4, where learners first encountered the continent of Asia when studying India as part of the Victorian Empire, this unit of learning will allow opportunities for further consolidating map skills, topographical study of the continents hills, mountains, coasts and rivers. Comparisons between different countries, regions and locations within Asia, with regards to climate zones, vegetation belts, land use is possible, and a study based in Asia will provide a bridging link to the next unit of learning, where the South East Asian exposure to such natural disasters, due to its proximity to the ‘Ring of Fire’ and being located near a number of tectonic plates, each moving and causing changes to the physical landscape and human use of that landscape.Mountains, Volcanoes and EarthquakesThis unit of learning will provide children with a new and unique view of the world, and visual representations to support it, looking first at how the Earth is made up from inner core to crust. This will lead on to studding tectonic plates and how this ‘jigsaw’ of the Earth’s crust is constantly moving, redefining the physical landscape features, leading to natural disasters, such as earthquakes, tsunamis and volcanic eruptions which impact human geographical features. The use of maps, data, graphs and digital sources of information to support learning will be a clear area of progression from previous years, allowing learners to hypothesise where such natural disasters/occurrences are most likely to take place, and why the effects of earthquakes are usually mild in the UK compared to other locations, namely those near fault lines.  |
| Factual Knowledge and Skills: |
| 1. Geographical Skills and Fieldwork-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 medium scale 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. | 2. Location Knowledge -Locate 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 -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. -Locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they have changed over time. -Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. -Recognise broad land-use patterns of the UK. | 3. Human and Physical Geography - Human and physical geography -Describe and understand key aspects of physical geography, including: * climate zones
* biomes
* vegetation belts
* rivers
* mountains
* volcanoes
* earthquakes
* tectonic plates
* fault lines (divergent, convergent and transform)

-Describe and understand key aspects of human geography, including: * types of settlement
* land use
* economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

-Deepen understanding of the interaction between physical and human processes e.g. understand how human activity is influenced by climate and weather (forced migration/land use/economic exploitation).-Begin to understand and explain how countries and geographical regions are interconnected and interdependent | 4. Place Knowledge -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. - Describe and understand key aspects and relationships between climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. |