

Geography

Purpose of study- from National Curriculum

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims - From National Curriculum

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.

Intent

Our geography curriculum reflects the diversity of our community and helps pupils grow as global citizens who understand their place in an interconnected world. We develop confident communicators by teaching precise geographical vocabulary and providing regular opportunities to describe, question and explain the human and physical processes shaping our planet.

Through enquiry-led learning and meaningful real-world experiences, we work to widen pupils' horizons and strengthen their cultural capital, helping them make sense of both their local environment and contrasting global locations. Learning follows a progressive, spiral curriculum, enabling pupils to revisit and deepen key knowledge and skills with increasing complexity, supporting long-term memory and meaningful connections across their learning.

Progression and approach

Geography at Cranbrook Primary School is structured to ensure knowledge, skills and vocabulary are developed progressively from Reception to Year 6. Learning is carefully sequenced so that pupils revisit and build upon prior knowledge with increasing depth and complexity. Geographical learning is

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supported through the regular use of maps, fieldwork and enquiry, enabling pupils to think critically, ask geographical questions and apply their learning in a range of contexts.

Across all year groups, pupils are supported to select appropriate geographical skills to answer questions, interpret evidence and draw conclusions about places and environments.

Area of Study	R	1	2	3	4	5	6
<p><u>Geographical Skills and Fieldwork</u></p> <p>Knowledge to be learnt and skills to be developed through observation, fieldwork and geographical enquiry.</p>	<p>1. Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>1. Recognise some similarities and differences between life in this country and life in other countries</p>	<p>1. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>1. Refer to maps, atlases and globes to identify the countries, continents and oceans studied.</p>	<p>1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>1. Use a variety of maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>1. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>1. Use a range of geographical resources, including more complex digital mapping to give detailed descriptions and opinions of the characteristic features of a location.</p>

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<p>2. Describe what they can hear, see and feel outside.</p> <p>2. Use their senses to explore and talk about the world around them.</p>	<p>2. Describe the location of features and routes on maps (UK).</p>	<p>2. Use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes (e.g. near and far).</p> <p>2. Describe the location of features and routes on a map using compass directions.</p>	<p>2. Learn the eight points of a compass.</p> <p>2. Learn the four figure grid references, symbols and key to begin to communicate knowledge of the United Kingdom and the wider world.</p>	<p>2. Use the eight points of a compass, four - figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p>	<p>2. Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>	<p>2. Use the eight points of a compass, extend to six figure grid references with teaching of latitude and longitude, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>	<p>2. Use the eight points of a compass, extend to six figure grid references with teaching of latitude and longitude, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>
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		<p>3. Use photographs to recognise landmarks and basic human and physical features (in the UK).</p>	<p>3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>			<p>3. Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p>3. Analyse statistics to gain insight into locational characteristics (minerals, natural resources).</p> <p>3. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).</p>
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		<p>4 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> <p>4. Identify land use around the school.</p>	<p>4. Describe land use and the key human and physical features of the schools surrounding areas using observation and fieldwork</p>	<p>4. Use fieldwork to: observe, measure and record the human and physical features in the local area using a range of methods, including tables, sketch maps and plans.</p>	<p>4. Use fieldwork to: observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p>	<p>4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p>
	<p>5. Draw a simple map of their immediate environment or maps from an imaginary story setting.</p>	<p>5. Devise simple picture maps (e.g. school grounds); use and construct basic symbols in a key.</p>	<p>5. Devise a simple map, including basic symbols in a key (e.g. part of Ilford).</p>	<p>5. Devise a simple sketch route map, including basic symbols in a key.</p>	<p>5. Devise a layered map, including basic symbols in a key.</p>	<p>5. Create maps of locations including simple geographical patterns (such as: land use, climate zones)</p>	<p>5. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
<p>Pupils develop their understanding of human and physical geography by exploring patterns, processes and interactions between people and environments at a range of scales.</p>							

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Area of Study	R	1	2	3	4	5	6
<u>Human and Physical Geography</u>	1. Understand the effect of changing seasons on the natural world around him/her.	1. Identify basic seasonal weather patterns in the UK. 1. Identify the location of hot and cold areas of the world.	1. Identify daily weather patterns in the UK. 1. Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.	1. Describe key aspects of physical geography, including: climate zones and climate change, ice caps, deserts, rainforests (quick overview) Human geography, including: Human processes for climate change, trade in natural resources and food, settlements and land use.	1. Describe key aspects of: physical geography, including mountains (landscape), river erosion and deposition, weathering, volcanoes and earthquakes.	1. Describe and understand key aspects of: • physical geography, including: rivers, mountains and the water cycle, human geography, including: settlements, land use.	1. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, human geography, including: Economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
Knowledge to be learnt and skills to be developed	2. To use new vocabulary in different contexts.	2. Use basic Geographical vocabulary to describe physical	2. Accurately use basic geographical vocabulary to describe	2. Understand how some key aspects of human geography have	2. Name and describe types of settlements in modern Britain and their	2. Identify and describe how the physical features affect the human	2. 1. Identify and describe how the physical features affect the human

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	2. Describes what they can hear, see and feel outside.	features of the school, grounds and surrounding environment.	physical and human features of places e.g. town, village, river, and mountain. 2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	changed over time.	characteristics: villages, towns, cities.	activity within a location.	activity within a location. 2. Describe and understand key aspects of distribution of natural resources focusing on energy, minerals etc.
Pupils can name and locate significant places, recognising how location influences human and physical characteristics.							
Area of Study	R	1	2	3	4	5	6
<u>Locational Knowledge</u> Knowledge to be learnt and	1. Can talk about members of their immediate family and community.	1. Name local towns and name, locate and identify characteristics of the 4 countries and capital cities of the UK and its	1. Name and locate the world's seven continents and five oceans.	1. Name and locate countries, cities and main geographical regions of the UK and their identifying human and physical	1. Locate countries within Europe using maps concentrating on their environmental regions, countries and	1. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics,	1. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers,

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<p>skills to be developed</p>		<p>surrounding areas.</p>		<p>characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>1.Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p>	<p>other major cities and identify their main physical and human characteristics.</p>	<p>including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>1. Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>1. Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the</p>	<p>key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>1. Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p>
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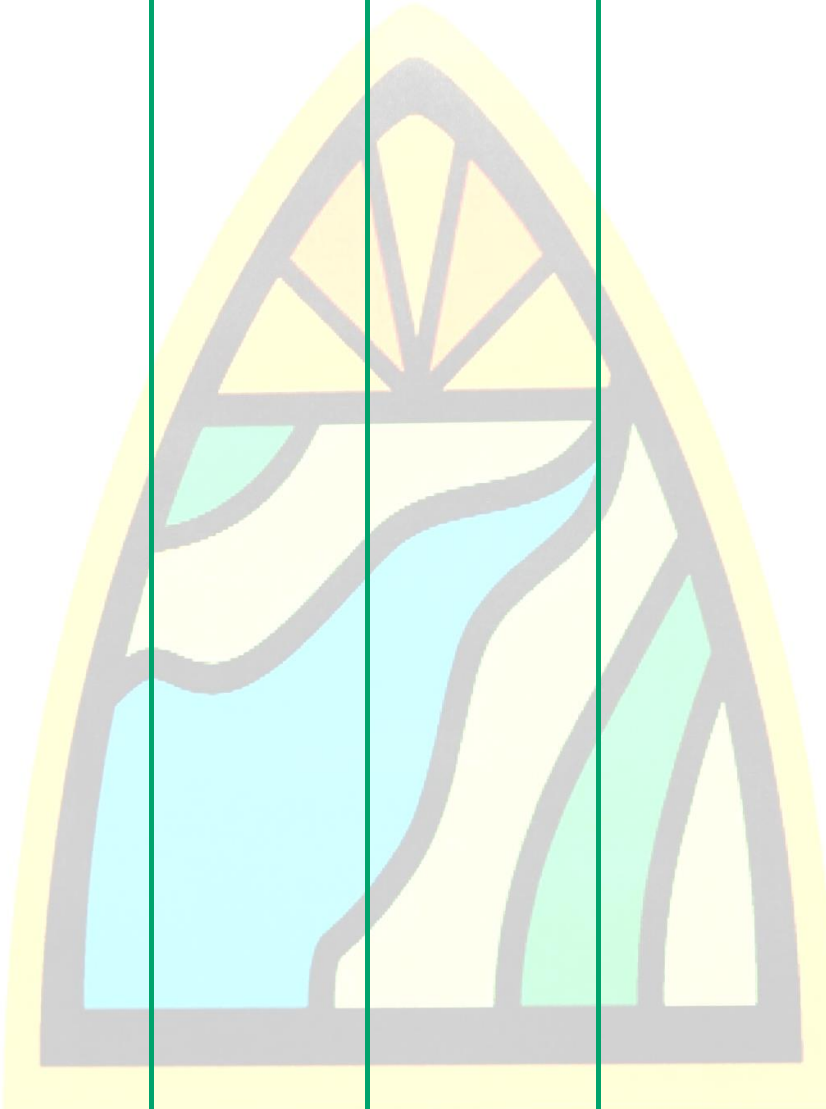
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						Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	
		2. Locate local towns on a simple map (where do we live in UK?).	2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	2. Describe the key human & physical features locations e.g. topography, land use patterns. Understand how land use changes over time	2. Describe how the local area has changed over time (Ilford). 2. Describe and understand key aspects of physical geography including key topographical features (including: hills, mountains, coasts, rivers) and land patterns.	2. Describe how locations around the world are changing and explain some of the reasons for change.	2. Describe how locations around the world are changing and explain some of the reasons for change.

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					3. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn		
Area of Study	R	1	2	3	4	5	6
Place studies are used to help pupils make meaningful comparisons, recognise diversity and understand how places are connected and interdependent.							
<u>Place Knowledge</u> Knowledge to be learnt and skills to be developed	1.Can talk about members of their immediate family and community. 1.Name and describe people who are familiar to them.	1. Distinguish between human and physical features of a small area (e.g. the school) and provide examples	1. Understand geographical similarities and differences of human and physical geography of the UK and a non-European country.	1. Describe features studied using geographical vocabulary. 1.Describe changes that have happened in the locality of the school over time.	1. Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom	1. Compare a region in UK with a region in N. America with significant differences and similarities. 1.Understand some of the reasons for geographical similarities and differences	1. 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

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	<p>1.Understand that some places are special to members of their community.</p>					<p>between countries.</p> <p>1.Describe geographical diversity across the world.</p> <p>1.Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>1.Describe geographical diversity across the world.</p> <p>1.Describe how countries and geographical regions are interconnected and interdependent – focusing on trade.</p>
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Key Vocabulary							
Areas	R	Y1	Y2	Y3	Y4	Y5	Y6
Geography Skills and Fieldwork	Map, labels, globe, visit	Building, junction, narrow, wide, long, short, atlas, journey, travel, directions, up, down, forward, backward, near, far, left, right, symbols, permanent, features, tally, collect, bigger, smaller	Location, route, aerial view, landscape, environment, North, South, East, West, compass, world map, evidence, metres, findings, graph, chart, conclusion, key, route	Two-figure grid reference, fieldwork, sketch map, plan, observe, measure, record, coordinates, Ordnance Survey, contours, environment,	Four-figure grid reference, data collection, digital mapping, 8 compass points, South East, South West, North East, North West,	Six-figure grid reference, annotations, relative	Geographical questions, sampling, systematic, analyse, effectiveness, aerial, London tube map, climate, biome, settlement
Locational and Place Knowledge	England country/-es similarity difference	United Kingdom, England, Scotland, Wales, Northern Ireland, Irish Sea, English Channel city/-	Place, investigate, pertinent, city, town, village, coastal, rural, continent, surrounding, locate.	Northern Hemisphere, Southern Hemisphere, Ireland, Germany, France, Spain, Italy, Ukraine, Poland, Greece, Russia, county,	Meridian, Tropics, tropic of Cancer, tropic of Capricorn, Arctic, Antarctic Circle, longitude, latitude, biomes, time zones, climate	Earthquake zones, environmental regions, desert regions, temperate regions,	onshore/offshore drift, beach, tides, USA, environmental regions, flora, fauna,

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		<p>es, continent, world, flag, Union Jack, Ilford,</p> <p>north pole, south pole, beach, coast, hill, mountain, river, soil, valley, vegetation, factory, farm, house, office, shop, compass, north, south, east, west, construct, symbol.</p> <p>Grid reference, surrounding, environment, characteristic, locate, seasonal, daily, weather, hot.</p>	<p>London, Belfast, Cardiff, Edinburgh, capital city/-ies, emblem</p> <p>Europe, Africa, Asia, Australasia, North America, South America, Antarctica. Rainforest, equator, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean</p>	<p>Redbridge, London, Local rivers: River Roding, River Thames.</p> <p>Hemisphere, tropic of cancer, tropic of Capricorn, arctic, Antarctica, time zone, topographical, land use, volcano, water cycle, earthquake.</p>	<p>zone, vegetation belt, topographical, landuse, patterns, Great Britain, British Isles, locate, Pompeii, Italy, Mediterranean Sea, border, volcano/-es,</p>		
Human and physical geography	Town, land, sea, lake, weather,	Human feature, physical feature, city, village, factory, farm, house, flat, shop,	cliff, soil, valley, cave, vegetation, desert, port, coast, mountain	settlement, trade, stream, source (to sea), meander, tributary, channel, dam,	Geographical location, land use, legacy, impact, tourism, distribution, natural	Transpiration, ground run off, hydro-electric power cumulonimbus cloud, tsunami,	Economic, trade, distribution, energy, food, minerals, water supply, criteria, population data, aspects,

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		ocean, beach, coast, forest, mountain, river, address, church, hill, field, woodland, season, weather patterns, cloudy, raining, cool, warm, heatwave	range, river, desert, hotel, canal, centre, airport, harbour, office, port, local area, countryside,=--	deposit/- tion, discharge, erosion, mouth, tidal bore, course, oxbow lake, reservoir, undercutting, water cycle, water vapour, precipitation, evaporation, condensation,	resources, lava, magma, erupt, tectonic plate, crust, mantle, outer core, inner core	tornado, earthquake, ring of fire, tectonic plate altitude, avalanche, gorges, hypothermia, summit, ridge, slope, face, outcrop, foot, tree line, valley, plateau, dome, fault-block, fold, range, contours fertile land, irrigation, silt, delta	energy, renewable, non-renewable, turbine, import, conserve, solar, Economy, economic/- al, fair trade, globalisation, global supply chain, multinational
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