

## 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

At Cranbrook Primary School, our aim through the high quality Geography curriculum that we deliver, is for our children to become insightful global citizens. Our school benefits from a wealth of cultural heritage thanks to the diversity that our children bring and we ensure that their heritage is both celebrated and explored, so that all children are aware of both their identity within the local community, as well as where they lie in the global community. Our Geography curriculum offers all children the experiences that ordinarily they might not have exposure to, thus enhancing our children's cultural capital and narrowing the gap between children from different backgrounds. We do this by giving them access to rich educational visits that broaden their minds. We also help them to explore the world from the classroom, using high-quality teaching and the latest technology – bringing distant lands within touching distance. We ensure that the children learn through practical, hands-on experience that embed deeper learning. Our aim is to develop confident and powerful communicators, who are able to express their inquisitiveness and present their extensive learning in a multitude of ways. Our Geography curriculum sets high expectations of the children. They are able to demonstrate transferable skills such as researching, hypothesising and explaining that they can take forward into the next part of their education, as well as apply to all aspects of their life. They are exposed to key geographical terms that enrich their vocabulary and allow them to express themselves accurately and eloquently. This will allow them to become independent, life-long learners able to navigate the world with confidence and curiosity. They are taught in-depth the fundamental knowledge that will

## Cranbrook Primary School – Progression in Geography

act as a firm foundation for future learning, as they advance through their school and future life. We ensure that our over-arching topics integrate fully across all subjects in the curriculum, to support the children's deeper understanding of the geographical context. And as part of our responsibility to the children, our curriculum advances their understanding in the current issues facing the world they live in. We aim to make our children ecologically responsible for the part that they play in protecting the Earth. The children are expected to question what they are exposed to and are given the opportunities to apply the fundamental skills, such as investigating, proving and explaining that they develop extensively in English and Maths lessons, throughout their Geography exploration.

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

## Cranbrook Primary School – Progression in Geography

	<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>
--	------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Cranbrook Primary School – Progression in Geography

		3. Use photographs to recognise landmarks and basic human and physical features (in the UK).	3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.			3. Collect and analyse statistics and other information in order to draw clear conclusions about locations.	<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>
--	--	----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Cranbrook Primary School – Progression in Geography

		<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>

### Cranbrook Primary School – Progression in Geography

Area of Study	R	1	2	3	4	5	6
<b><u>Human and Physical Geography</u></b>  <b>Knowledge to be learnt and skills to be developed</b>	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: <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains and the water cycle, human geography, including: settlements, land use.</li> </ul>	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.
	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



### Cranbrook Primary School – Progression in Geography

	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.
<b>Area of Study</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b><u>Locational Knowledge</u></b>  Knowledge to be learnt and skills to be developed	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 surrounding areas.	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 characteristics, including hills,	1. Locate countries within Europe using maps concentrating on their environmental regions, countries and other major cities and	1. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers,	1. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and

## Cranbrook Primary School – Progression in Geography

				<p>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>identify their main physical and human characteristics.</p>	<p>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 Tropics of Cancer and Capricorn,</p>	<p>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>
--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



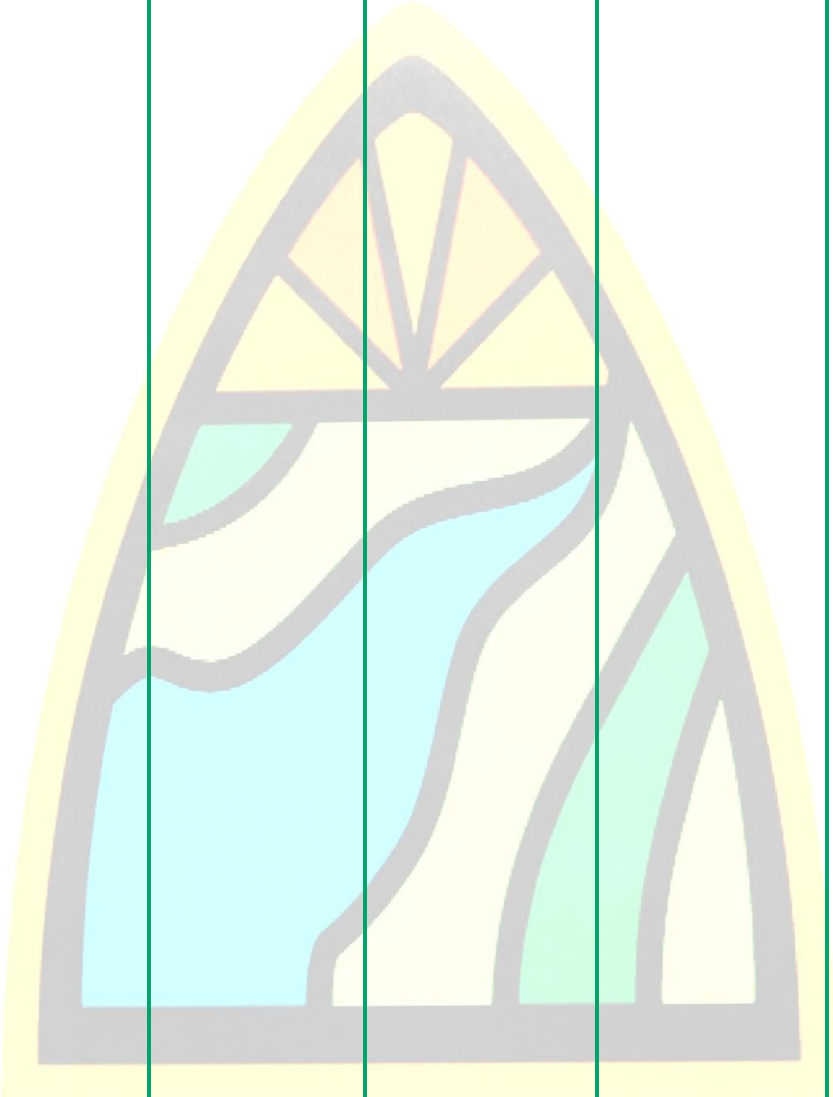
## Cranbrook Primary School – Progression in Geography

						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.

## Cranbrook Primary School – Progression in Geography

					3. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn		
<b>Area of Study</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b><u>Place Knowledge</u></b>  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.Understand that some places are special	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 between countries.	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  1.Describe geographical

## Cranbrook Primary School – Progression in Geography

	to members of their community.					<p>1. Describe geographical diversity across the world.</p> <p>1. Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>diversity across the world.</p> <p>1. Describe how countries and geographical regions are interconnected and interdependent – focusing on trade.</p>
--	--------------------------------	-------------------------------------------------------------------------------------	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

### Cranbrook Primary School – Progression in Geography

Key Vocabulary							
Areas	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Geography Skills and Fieldwork</b>	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
<b>Locational and Place Knowledge</b>	England country/-es similarity difference	United Kingdom, England, Scotland, Wales, Northern Ireland Island North Sea, Irish Sea, English Channel city/-es, continent, world, flag, Union Jack, Ilford,	Place, investigate, pertinent, city, town, village, coastal, rural, continent, surrounding, locate.  London, Belfast, Cardiff, Edinburgh, capital city/-ies, emblem	Northern Hemisphere, Southern Hemisphere, Ireland, Germany, France, Spain, Italy, Ukraine, Poland, Greece, Russia, county, Redbridge, London, Local rivers: River	Meridian, Tropics, tropic of Cancer, tropic of Capricorn, Artic, Antarctic Circle, longitude, latitude, biomes, time zones, climate zone, vegetation belt, topographical, landuse,	Earthquake zones, environmental regions, desert regions, temperate regions,	onshore/offshore drift, beach, tides, USA, environmental regions, flora, fauna,

### Cranbrook Primary School – Progression in Geography

		<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>Europe, Africa, Asia, Australasia, North America, South America, Antarctica. Rainforest, equator, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean</p>	<p>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>patterns, Great Britain, British Isles, locate, Pompeii, Italy, Mediterranean Sea, border, volcanoe/-es,</p>		
<b>Human and physical geography</b>	Town, land, sea, lake, weather,	<p>Human feature, physical feature, city, village, factory, farm, house, flat, shop, ocean, beach, coast, forest, mountain, river, address,</p>	<p>cliff, soil, valley, cave, vegetation, desert, port, coast, mountain range, river, desert, hotel, canal, centre, airport,</p>	<p>settlement, trade, stream, source (to sea), meander, tributary, channel, dam, deposit/- tion, discharge, erosion, mouth, tidal bore,</p>	<p>Geographical location, land use, legacy, impact, tourism, distribution, natural resources, lava, magma, erupt, tectonic plate, crust, mantle,</p>	<p>Transpiration, ground run off, hydro-electric power cumulonimbus cloud, tsunami, tornado, earthquake, ring of fire, tectonic plate altitude,</p>	<p>Economic, trade, distribution, energy, food, minerals, water supply, criteria, population data, aspects, energy, renewable, non-renewable, turbine, import, conserve, solar,</p>

## Cranbrook Primary School – Progression in Geography

		church, hill, field, woodland, season, weather patterns, cloudy, raining, cool, warm, heatwave	harbour, office, port, local area, countryside,=--	course, oxbow lake, reservoir, undercutting, water cycle, water vapour, precipitation, evaporation, condensation,	outer core, inner core	avalanche, gorges, hypothermia, summit, ridge, slope, face, outcrop, foot, tree line, valley, plateau, dome, fault-block, fold, range, contours fertile land, irrigation, silt, delta	Economy, economic/- al, fair trade, globalisation, global supply chain, multinational
--	--	---------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------

