



Geography – Progression Map and Intent, Implementation and Impact

Geography is a rich and exciting subject that provides children with the opportunity to learn about diverse places, people and environments. At Pulford's, our aim is that as children progress through the school, we will build on their knowledge, skills and understanding, preparing them for future learning in the subject.

Intent:

From an early age, children at Pulford's are inspired to develop a curiosity of the world around them and reflect on their place within it. As a school, we were awarded the Eco Schools Silver Award and we are currently working towards our Green Flag Award. Throughout their time here, pupils will deepen their understanding of the interaction between physical and human processes, as well as the formation and use of landscapes and environments. Children will also develop essential geographical skills, such as map reading and using a compass.

Implementation:

At Pulford, Geography is taught on a two-year cycle in key stage groups (EYFS, KS1 and KS2). Our planning is in line with the National Curriculum and our topics are agreed within the LC2 community.

- In the EYFS, the Early Learning Goals aim to help your child make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment.
- In KS1, your child will be asked to begin to develop a geographical vocabulary by learning about where they live, as well as one other small area of the United Kingdom and a small area in a contrasting non-European country. They will learn about weather patterns in the United Kingdom and hot and cold areas of the world. They will use ICT, world maps, atlases and globes, simple compass directions, aerial photographs and plans, as well as simple fieldwork and observational skills.
- In KS2, your child will explore **Locational knowledge**, which includes examining latitude, longitude and time zones. Your child will use maps to focus on Europe, North and South America, concentrating on regions, key physical / human characteristics, countries, and major cities. They will also work on locating the counties and cities of the United Kingdom, and start to explore their human and physical characteristics. Children also examine geographical similarities and differences by comparing the geography of a region of the United Kingdom with a region in a European country, and with a region in either North or South America. This is part of the **Place knowledge** aspect of the curriculum. For **Human and Physical Geography**, your child will be taught to describe and understand key aspects of geography, for example: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of settlement, economic activity and the distribution of natural resources.

Impact:

By the end of their time at Pulford School, your child will have a thorough understanding of the physical and human features of the world around them. They will leave with an excitement for exploration and for learning about different countries and cultures. Your child will be able to use their skills gained through Geography, to understand the ever changing world that they live in and to apply their knowledge to other subject areas which will help them grow and succeed throughout their life.

Progression Map

	Preschool	Reception	Key stage 1	Lower Key stage 2	Upper Key stage 2
Locational knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <i>All About Me</i> <i>Super Stories</i>	Talks about features of their own immediate environment Talk about their community <i>Marvellous Me</i> <i>Wonderful World</i>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>Rosie's Walk, Flotsam</i> Name and locate the world's seven continents and five oceans. <i>Flotsam, Africa</i>	Locate and name the main counties and cities in/around Bedfordshire. <i>Location-Location</i> Locate and name the countries making up the British Isles, with their capital cities. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. <i>European Neighbours</i> Locate and name the continents on a World Map. <i>European Neighbours</i> On a world map, locate areas of similar environmental regions,	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. identify the position and significance of latitude, longitude, Equator, Northern

				<p>either desert, rainforest or temperate regions Rainforest, Mexico, Identify some rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. European Neighbours, Rainforest, Egypt, Mexico</p>	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
Place knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. All About Me Super Stories</p>	<p>Look closely at similarities, differences, patterns and change. Marvellous Me Wonderful World</p>	<p>Explore and discover the interesting features of the local environment Rosie's Walk Understand geographical similarities and differences through studying the human and physical geography of an area. Rosie's Walk, Katie Morag Identify links between their locality and other places in the UK and beyond. Rosie's Walk, Flotsam</p>	<p>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 European Neighbours, Rainforest, Location-location, World War 2</p>	

<p>Human and physical geography</p>		<p>Talk about how environments might vary from one another. Wonderful World</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Africa</p> <p>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 Katie Morag, Flotsam, Rosie's Walk</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Recognise, observe, describe and record physical and human features Katie Morag, Flotsam, Rosie's Walk</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts Rainforests</p> <p>Introduction to Volcanoes and earthquakes linking to Science: rock types Mexico</p> <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration. Rainforest,</p> <p>Identify how the ways in which people live sometimes have consequences for the environment. Rainforest, Literacy : The Great Kapoke Tree</p> <p>Explore places with different climate zones and compare and describe how climate affects living things. Observe and appreciate the relationship between the physical,</p>	<p>Describe and understand key aspects of: Physical geography, including earthquakes.</p> <p>Describe and understand the basic aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
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				<p>built and economic and social environments. Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales.</p> <p>Rainforest, Mexico</p>	
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. <p>Colour, Construction and Shape</p>	<p>Makes observations of animals and plants. Explain why some things occur. Talk about changes. Draw information from a simple map</p> <p>Marvellous Me Wonderful World</p>	<p>Communicate in different ways using simple geographical information and vocabulary. Express their own views about features of the environment.</p> <p>Rosie's Walk</p> <p>Ask and respond to geographical questions about people, places and environments. Communicate in different ways using</p>	<p>Ask and respond to questions to develop a sense of place. Collect and record evidence and begin to offer explanations. Collect and analyse a range of data from simple fieldwork experiences. Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans.</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

			<p>appropriate geographical vocabulary e.g. locational and directional language. Use field work and observational skills to carry out simple tasks. Use aerial photographs and plan perspectives to identify landmarks and features. Use simple compass directions. Make simple maps and plans. Use world maps, atlases and globes to identify the UK, continents and oceans.</p> <p>Rosie's Walk, Flotsam</p>	<p>Use ICT to help in geographical investigations. Use appropriate geographical vocabulary to communicate their findings.</p> <p>European Neighbours, Local Study</p> <p>Ask and respond to geographical questions and offer their own ideas. Use appropriate geographical vocabulary in communicating findings.</p> <p>European Neighbours</p>	
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