



## **Subject coverage and progression in Geography at Reepham Primary School.**

At Reepham Primary School, the teaching of geography is integral to our ethos of understanding our world and becoming global citizens. We have international school links with Japan, Malawi and France, and our pupils learn about the physical and human geography of these places as well as the cultural similarities and differences between us.

We believe that our children need to begin with a solid understanding of their immediate environment of Reepham, then progress to understand our place within Norfolk, England, the UK, Europe and the world. We aim for them to learn the impact that they can have on their environment, both locally and globally.

We adopt the following purpose and aims of the KS1 and KS2 Geography National Curriculum

### Purpose

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

Children will:

- 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

- be 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.

Programme of study:

At Reepham Primary, geography will be incorporated into a whole school theme each year, and will include:

- 'Norfolk Week' for children to understand different aspects of their locality in more depth.
- an in-depth study of a different country and continent, to include every continent over the course of the seven years in primary school

Our curriculum will ensure children are taught the following:

	EYFS	KS1	KS2
Locational knowledge	-know about similarities and differences in relation to places, objects, materials and living things.	-name and locate the two countries and continents other than the UK and Europe -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	-locate the key countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  -name and locate key counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge	-talk about the features of their own immediate environment and how environments might vary from one another.	-understand geographical similarities and differences through studying the human and physical geography of Norfolk, and of a small area in a contrasting country	-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom that contrasts with Norfolk, as well as contrasting regions of other countries worldwide.
Human and Physical Geography	-make observations of animals and plants and explain why some things occur, and talk about changes.	-identify seasonal and daily weather patterns in the United Kingdom -identify seasonal and daily weather patterns of another country  - locate hot and cold areas of the world in relation to the Equator and the North and South Poles	-describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the

		<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p>distribution of natural resources including energy, food, minerals and water</p>
Geographical Skills & Fieldwork	<p>- explore the school environment.</p>	<ul style="list-style-type: none"> <li>-use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>-use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>-use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>-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</li> <li>-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.</li> </ul>

**Teachers may choose to use the following progression grid to support their planning, teaching and evaluation of geography.**

	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical enquiry</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher led enquiries, to ask and respond to simple closed questions.</li> <li><input type="checkbox"/> Use information books/pictures as sources of information.</li> <li><input type="checkbox"/> Investigate their surroundings</li> <li><input type="checkbox"/> Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li><input type="checkbox"/> Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li><input type="checkbox"/> Investigate their surroundings</li> <li><input type="checkbox"/> Make appropriate observations about why things happen.</li> <li><input type="checkbox"/> Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to ask/initiate geographical questions.</li> <li><input type="checkbox"/> Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li><input type="checkbox"/> Investigate places and themes at more than one scale</li> <li><input type="checkbox"/> Begin to collect and record evidence</li> <li><input type="checkbox"/> Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and respond to questions and offer their own ideas.</li> <li><input type="checkbox"/> Extend to satellite images, aerial photographs</li> <li><input type="checkbox"/> Investigate places and themes at more than one scale</li> <li><input type="checkbox"/> Collect and record evidence with some aid</li> <li><input type="checkbox"/> Analyse evidence and draw conclusions e.g. make comparisons between locations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to suggest questions for investigating</li> <li><input type="checkbox"/> Begin to use primary and secondary sources of evidence in their investigations.</li> <li><input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li><input type="checkbox"/> Collect and record evidence unaided</li> <li><input type="checkbox"/> 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</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Suggest questions for investigating</li> <li><input type="checkbox"/> Use primary and secondary sources of evidence in their investigations.</li> <li><input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li><input type="checkbox"/> Collect and record evidence unaided</li> <li><input type="checkbox"/> 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</li> </ul>
<b>Direction/ Location</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow directions (as yr 1 and inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 4 compass points to follow/give directions:</li> <li><input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 4 compass points well:</li> <li><input type="checkbox"/> Begin to use 8 compass points;</li> <li><input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 8 compass points;</li> <li><input type="checkbox"/> Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 8 compass points confidently and accurately;</li> <li><input type="checkbox"/> Use 4 figure co-ordinates confidently to locate features on a map.</li> <li><input type="checkbox"/> Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul>
<b>Drawing maps</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Try to make a map of a short route experienced, with features in correct order;</li> <li><input type="checkbox"/> Try to make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make a map of a short route with features in correct order;</li> <li><input type="checkbox"/> Make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to draw a variety of thematic maps based on their own data.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw a variety of thematic maps based on their own data.</li> <li><input type="checkbox"/> Begin to draw plans of increasing complexity.</li> </ul>

## 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 atlas symbols.

## Using maps

- Use a simple picture map to move around the school;
- Recognise that it is about a place.
- Follow a route on a map.
- Use a plan view.
- Use an infant atlas to locate places.
- Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)
- Locate places on large scale maps, (e.g. Find UK or India on globe)
- Follow a route on a large scale map.
- 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 part of the world)
- 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)

## 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. river Nile.)
- Use a scale to measure distances.
- Draw/use maps and plans at a range of scales.

**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.

Draw a plan view map accurately.

**Map knowledge**

Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.

Locate and name on UK map major features e.g. London, River Thames, home location, seas.

Begin to identify points on maps A,B and C

Begin to identify significant places and environments

Identify significant places and environments

Confidently identify significant places and environments

**Style of map**

Picture maps and globes

Find land/sea on globe.  
 Use teacher drawn base maps.  
 Use large scale OS maps.  
 Use an infant atlas

Use large scale OS maps.  
 Begin to use map sites on internet.  
 Begin to use junior atlases.  
 Begin to identify features on aerial/oblique photographs.

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 OS maps.  
 Confidently use an atlas.  
 Recognise world map as a flattened globe.