



Geography Progression at NLAS

Intent

Our aim is for all pupils to be knowledgeable, expressive and inspired:

In Geography, this means children are engaged and inspired by a well-designed sequential curriculum to be curious and interested to explore the world that we live in. Geography is highly valued as part of our rich curriculum and equips children with the geographical skills they need to develop their knowledge through studying places, people and natural and human environments and to acquire the knowledge and understanding of the world and their place in it.

Our Four Curriculum Drivers underpin our approach to learning across all subjects at NLAS.

Global Citizens



Healthy Body, Healthy Mind



Adventure & Exploration



Aspirations



Our intent is that our children learn about diverse places, people, resources and the natural and human environments; about the processes that give rise to the key human and geographical features of the world; and how these are interdependent and can change over time. They will learn the geographical skills needed to undertake an enquiry, use a range of sources including the experience of fieldwork, in order to communicate geographical information in a range of ways.

Through the teaching of subject specific technical vocabulary and opportunities for focused talk during lessons, children develop their ability to speculate, make connections and interpret evidence to develop their understanding about the world and its people and build their knowledge to support them throughout their journey in school.



Contrasting localities are carefully chosen to help children to recognise the diversity of our local communities, providing an opportunity to deepen their frame of reference and show empathy and understanding to others. As such, resources and materials are selected to challenge stereotypical images of places.

Linking the content of the curriculum to our 10 core values and our All Saints' Way is essential in the teaching of geography: empowering children with the confidence to have a go, to learn from mistakes and to keep trying and improving.

Children explore geography within contexts that connect with their own lives e.g. local area, Rivington Pike visit. Within our Enrichment calendar, there are opportunities to develop links to key issues and current affairs, such as through Earth Day, Fair Trade links and our Eco Warriors pupil voice group.

Fieldwork is an essential part of geography. Visits within the local area support children to value their neighbourhood and understand the impact they can have. On a wider scale, visits to other parts of the country on residential visits and school trips enable our children to develop a sense of place and belonging and that they are empowered to make improvements to their environment. A sense of curiosity and fascination about the world is essential to fully engaging in a rich, cultural life.

All children, including those who have SEND or are disadvantaged are supported to fully access our curriculum. This may include additional adult support or the use of visuals, structured sentence stems, resources, etc. which acts as a scaffold for children's learning.

Implementation

The Geography scheme of work, developed by staff across all key stages, lays out the sequential steps to be taught so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined high quality outcomes.

Geography is taught within topics, with lessons sometimes blocked to allow immersion in the process. Each strand of Geography (locational knowledge, place knowledge, Human and physical geography, Geographical Skills and field work) is covered and revisited so that pupils retain and build upon prior learning.

Opportunities for fieldwork are built in to topics wherever possible. Residential school journeys outside of the immediate locality provide the opportunity for developing mapping skills, using compasses and grid references. These visits also provide first-hand experiences of different types of settlements as well as physical landscape features such as fields and mountains.

Links are made with other curriculum areas to enable pupils to revisit and embed key knowledge within a different context e.g. volcanoes- Ancient Rome, rivers- Ancient Egypt, the use of Digimaps and ICT, music



Environmental impact of human/physical geography is taught within key units.

The geography lead supports teachers and monitors standards by reviewing planning of units, talking to children with their books and completing walkthroughs and drop ins of lessons. Governors are also involved in these processes.

Impact

Children at NLAS can express informed opinions, make connections and have a developing knowledge of the world around them.

Children understand their impact on their locality and the wider world and are inspired to live a sustainable, environmentally friendly life.

Children have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.



Whole School Geography Overview by Year Group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Understanding the World</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>					
Year 1	<p>What is it like here?</p> <ul style="list-style-type: none"> •To locate the school on an aerial photograph. •To create a map of the classroom. •To locate key features of the playground. •To draw a simple map. To investigate how we feel about our playground. •To create a design to improve our playground. 		<p>What is the weather like in the UK?</p> <ul style="list-style-type: none"> •To locate the four countries of the UK. •To identify seasonal changes in the UK. •To identify the four compass directions. To investigate daily weather patterns. •To identify daily weather patterns in the UK. •To understand how the weather changes with each season. 		<p>What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> •To recognise physical and human features. •To draw a sketch map. •To name and locate some continents on a world map. •To identify physical and human features of a non-European country. •To describe what it is like in Shanghai. •To compare Shanghai to a small area of the UK. 	
Year 2	<p>Would you prefer to live in hot or cold place?</p> <ul style="list-style-type: none"> •To name and locate the seven continents. •To locate the North and South Poles. •To locate the Equator on a world map. •To compare the UK and Kenya. •To investigate local weather conditions. •To identify key features of hot and cold places. 			<p>Why is our world wonderful?</p> <ul style="list-style-type: none"> •To identify geographical characteristics of the UK. •To locate some of the world's most amazing places. •To know the names of the five oceans and locate them on a map. •To understand how to draw human and physical features on a sketch map. •To investigate local habitats and record findings. •To understand how to present findings in a bar chart. 		<p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> •To locate the seas and oceans surrounding the UK. •To explain what the coast is. •To identify the physical features of the coast. •To identify human features on the coast. •To investigate how people use the local coast. •To present findings on how people use the local coast.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Are all settlements the same?</p> <ul style="list-style-type: none"> •To describe different types of settlements. •To identify the human and physical features in the local area. •To discuss why physical and human features are in particular locations. •To describe how land use in the local area has changed. •To identify land use in New Delhi. •To compare land use in two different locations. 	<p>Who lives in Antarctica?</p> <ul style="list-style-type: none"> •To understand the position and significance of lines of latitude. •To describe the location and physical features of Antarctica. •To describe the human features of Antarctica. •To use four-figure grid references to plot Shackleton's route to Antarctica. •To plan a simple route on a map using compass points. •To follow instructions involving compass points and map a simple route. 				<p>Why do people live near volcanoes?</p> <ul style="list-style-type: none"> •To name and describe the layers of the Earth. •To explain how and where mountains are formed. •To explain why volcanoes happen and where they occur. •To recognise the negative and positive effects of living near a volcano. •To explain what earthquakes are and where they occur. •To observe and record the location of rocks around the school grounds and discuss findings
Year 4		<p>Why are rainforests important to us?</p> <ul style="list-style-type: none"> •To describe and give examples of a biome and find the location and some features of the Amazon rainforest. •To describe the characteristics of each layer of a tropical rainforest. •To understand the lives of indigenous peoples living in the Amazon rainforest. •To describe why tropical rainforests are important and understand the threats to the Amazon. •To understand how local woodland is used using a variety of data collection methods. •To analyse and present findings on how local woodland is used. 	<p>Where does our food come from?</p> <ul style="list-style-type: none"> •To explain the impact of food choices on the environment. •To understand the importance of trading responsibly. •To describe the journey of a cocoa bean. •To map and calculate the distance food has travelled. •To design and use data collection methods to find where our food comes from. •To discuss the advantages and disadvantages of buying both locally and imported food. 			<p>What are rivers and how are they used?</p> <ul style="list-style-type: none"> •To describe how the water cycle works. •To recognise the features and courses of a river. •To name and locate some of the world's longest rivers. •To describe how rivers are used. •To identify and locate human and physical features on a map. •To collect data on the features of a local river.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5			<p>What is life like in the Alps?</p> <ul style="list-style-type: none"> •To locate the Alps on a map. •To locate the key physical and human characteristics of the Alps. •To describe the physical and human features of an Alpine region. •To investigate what there is to do in the local area using data collection. •To understand similarities and differences between the local area and an Alpine area. •To understand the human and physical geography of the Alps. 	<p>Why do oceans matter?</p> <ul style="list-style-type: none"> •To explain the importance of our oceans. •To locate and describe the significance of the Great Barrier Reef. •To explain the impact humans have on coral reefs and oceans. •To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. •To collect data on the types of litter polluting a marine environment. •To present, analyse and evaluate data collected. 		<p>Would you like to live in the desert?</p> <ul style="list-style-type: none"> •To summarise the characteristics of a desert biome. •To locate and explore features of deserts. •To describe the physical features of a desert environment. •To explain the different ways humans can use deserts. •To describe some of the threats facing deserts. •To explore the similarities and differences between two physical environments.
Year 6	<p>Why does population change?</p> <ul style="list-style-type: none"> •To understand the change and distribution of the global population. •To define birth and death rates and describe why they change. •To recognise the push and pull factors influencing migration. •To begin to understand the impact climate change can have on the global population. •To collect data showing how population impacts the amount of traffic and litter in an area. •To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation. 			<p>Where does our energy come from?</p> <ul style="list-style-type: none"> •To know why energy sources are important. •To understand the benefits and drawbacks of different energy sources. •To understand how a settlement has grown around an energy source. •To know how energy sources are distributed in an area. •To explain reasons for choosing an energy source. •To collect and present data on where to position a solar panel on the school grounds. 		<p>Can I carry out an independent fieldwork enquiry?</p> <ul style="list-style-type: none"> •To develop an enquiry question. •To determine the most effective data collection methods for fieldwork. •To plan a route for a fieldwork trip. •To collect the data to answer the enquiry question. •To determine an answer to the enquiry question. •To present my findings.