

## Geography Progression Map

### Subject Intent

Our intent at St Oswald's is to encourage learners to become Geographers who develop a deeper understanding and appreciation of the multicultural and diverse global community in which they live. Through the implementation of a thorough and progressive Geography curriculum our children will be equipped with the necessary knowledge, skills and cultural capital to be contributing, well rounded citizens with high expectations and ambition.

To achieve thor our curriculum will provide the learning for children to become Geographers who have:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

National Curriculum	Threshold Concepts	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Milestone 1		Milestone 2		Milestone 3	
<b>Locational Knowledge</b>	<b>Investigate Places</b> This concept involves understanding the geographical location of places and their physical and human features.	Name and describe their immediate environment  Name the place they live and use place names to describe places they have visited  Recognise that the Earth is made up of land and sea	Name and locate the seven continents of the world	Name and locate the seven continents and five continents of the world  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name and locate countries 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	Name and locate countries, using maps to focus on Europe (including the location of Russia)	Name and locate countries, using maps to focus on South America concentrating on their environmental regions, key physical characteristics	Name and locate countries, using maps to focus on North America concentrating on their human characteristics, countries, and major cities

		Recognise that there are different countries on the earth			land-use patterns; and understand how some of these aspects have changed over time			
<b>Place Knowledge</b>	<b>Investigate Patterns</b> This concept involves understanding the relationship between the physical features of places and the human activity within them, and how the world's natural resources are used and transported.	Recognise some similarities and differences between life in this country and life in other countries  Recognise some environments that are different to the one in which they live  Describe their immediate environment using knowledge from observation, discussion, non-fiction texts and maps  Explore some impact that humans have on our environment - recognise some ways in which they	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom	Understand geographical similarities and differences through the study of physical geography of a region in a European country		Understand geographical similarities and differences through the study of physical geography of a region in North America

		can contribute to reducing pollution (the four R's)						
<b>Human and physical geography</b>	<b>Investigate Places</b> This concept involves understanding the geographical location of places and their physical and human features.	Identify some human and physical features of a town and the countryside  Describe & identify key locations e.g mountain, farm, village, town, coast, countryside, seaside  Understand some important processes and changes in the natural world around them, including the seasons	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world  Use basic geographical vocabulary to refer to key physical features and key human features	Identify weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use basic geographical vocabulary to refer to key physical features and key human features	Describe and understand key aspects of physical geography, including rivers and mountains  Describe and understand key aspects of human geography, including types of settlement and land use	Describe and understand key aspects of physical geography, including volcanoes, earthquakes and the water cycle	Describe and understand key aspects of physical geography, including biomes and vegetation belts  Describe and understand key aspects of human geography, including economic activity including trade links, and the distribution of natural resources including energy, food and minerals	Describe and understand key aspects of physical geography, including climate zones and biomes  Describe and understand key aspects of human geography, including water
<b>Geographical skills and fieldwork</b>	<b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.	Draw information from a simple map  Respond to simple instructions using directional and positional language	Use world maps, atlases and globes to identify countries and continents  Use simple compass directions (North, East, South, West)	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans	Use maps, atlases and globes to locate countries and describe features studied  Use fieldwork to observe, measure, record and present the	Use maps, atlases and globes to locate countries and describe features studied  Use the eight points of a compass, symbols and keys	Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied  Use four-figure grid references,	Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied  Use six-figure grid references,

			<p>Use aerial photographs</p>	<p>Use simple compass directions (North, East, South, West) and locational and directional language (near and far; left and right), to describe the location of features and routes on a map</p> <p>Use aerial photographs, devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observation skills to study geography on school grounds and the key physical and human features of its surrounding environment</p>	<p>human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>to build knowledge of the wider world</p>	<p>symbols and keys to build knowledge of the wider world</p>	<p>symbols and keys to build knowledge of the wider world</p>
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