

Geography Progression



Arden
Primary School



Our Intent

Our geography curriculum fosters a deep sense of place and connection, and it is our intention that through geography, pupils develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Throughout their time at Arden pupils explore the world's physical, human, and environmental features, develop a deep understanding of the Earth's key physical and human processes, and are encouraged to understand the diverse places, people, cultures and resources that shape our planet. Through geography, pupils are provided with the necessary tools to appreciate both their own lives and global events within a geographical context.

Our geography curriculum ignites curiosity about Earth's landscapes, regions, and societies. Pupils are encouraged to ask questions, think critically, and analyse various geographical contexts. They learn about the unique characteristics of different locations, empathise with the challenges faced by people in diverse geographical settings, and examine the interplay of human activities and the environment. This helps pupils draw links between geographical phenomena and their own lives, applying geographic principles to better understand the world around them.

Implementation

Our geography curriculum is progressive, covering the key strands of the National Curriculum, and learning journeys are supplemented by strong geographical research. We go further by taking pupils on a journey around the world, with pupils learning about all the world's continents. Pupils learn about broader locations, issues, or geographical features before 'zooming in' to different locations, where they may complete case studies, and learn about more specific locales in depth.

We know that the knowledge and vocabulary that pupils acquire during their time in the EYFS serve as a foundation for their engagement with geography at Key Stage One. As pupils transition to the National Curriculum in Years 1 - 6, geography is taught across a full term. Procedural and disciplinary knowledge is built upon progressively, allowing pupils to systematically develop their geographic knowledge and skills.

We strive to ensure that every child has access to the complete geography curriculum and a variety of teaching methods are used to achieve this. Carefully planned and sequenced lessons include opportunities for pupils to work collaboratively in pairs, groups, and independently. We encourage both teachers and pupils to use rich language and precise, subject-specific vocabulary to facilitate a deep understanding, allowing pupils to reason, articulate, and make generalisations effectively. Pupils know more and remember more by revisiting prior learning, but also by revisiting each strand of knowledge and levels of SOLO Taxonomy progressively throughout the school. Fostering pupils' understanding of fundamental geographic concepts is a cornerstone of our approach. These substantive concepts serve as essential building blocks for pupils to comprehend new material and provide a framework for making connections, retaining, and recalling information. We consistently strive to create a state of 'readiness,' so that pupils are consistently prepared for the next phase of their geographical learning journey.

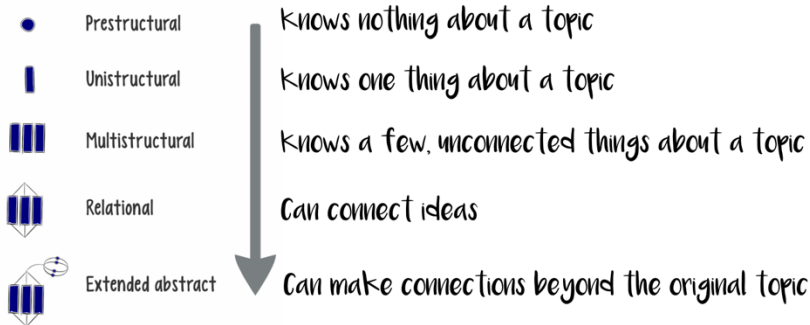


Planning

Lesson planning is at the heart of our approach, and we know that excellent lessons lead to excellent outcomes. Teachers plan together in staff teams and know to 'begin with the end in mind' (Covey, 2006). Before any planning begins, teachers must be clear on the end point: what do we want pupils to know and remember at the end of the lesson or unit, and how do we want them to demonstrate what they know?

SOLO TAXONOMY

J. Biggs & K. Collis



N.B.: we are only concerned with using the final three levels when planning our curriculum.

Exemplar verbs associated with each SOLO level are listed on the right. These verbs are used progressively to formulate learning outcomes throughout the learning journey. These verbs are repeated within and across year groups and subjects – below is an example of how such progressive learning outcomes look in Geography:

Procedural Knowledge:		
<p> Multi-Structural</p> <ul style="list-style-type: none"> Formulate questions to gather specific information and data. Examine an increasing range of sources to develop an understanding of key human and physical features. 	<p> Relational</p> <ul style="list-style-type: none"> Identify and summarise a range of different views about a geographical issue. Combine a range of sources to provide a detailed picture of a location or geographical process. Analyse a range of sources including maps, infographics and data; interpreting results and identifying patterns. 	<p> Extended Abstract</p> <ul style="list-style-type: none"> Judge the validity of different views on geographical issues, forming opinions and conclusions about them. Collect information from a variety of sources and use it to support an argument. Create a range of resources that demonstrate how a geographical issue can be presented and communicate the impact that this can have on the audience. Evaluate the impact of human and physical processes on the environment and elaborate on how people/groups manage this impact.

Progression

Teachers use levels of SOLO Taxonomy (Collis, K. and Biggs, J., 1982) to frame their lesson 'spine'. On our medium-term plans, procedural knowledge is grouped into three boxes: **multi-structural, relational, and extended abstract**. Lesson objectives progress through multi-structural, to relational, to extended abstract as the learning journey goes on, and are always tightly linked with the learning outcome: what we want pupils to know and remember. These SOLO levels, and accompanying verbs (see below), are repeated within and across year groups and subjects.

SOLO level	Verbs
Unistructural	define, identify, name, draw, find, label, match, follow a simple procedure
Multistructural	describe, list, outline, complete, continue, combine
Relational	sequence, classify, compare and contrast, explain (cause and effect), analyse, form an analogy, organise, distinguish, question, relate, apply
Extended abstract	Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, prioritise, design, construct, perform



Sources

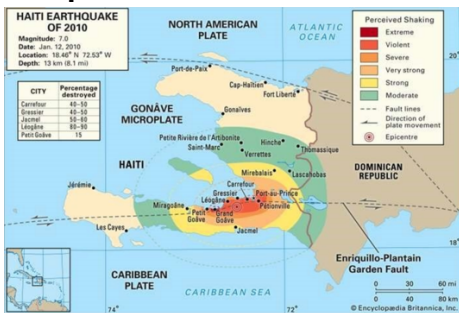
“Begin with the end in mind.” (Covey, 2006)

What do we mean by sources?

A source might be a physical resource, such as an artefact. A source could also be a photograph, painting, a poem, a piece of text or a graph - anything that the children can learn from that provides information about what they are learning

Before planning begins in KS1 and KS2, leaders and teachers select a final source for pupils to showcase all they have learnt. An unseen assessment source is provided at the end of each sequence of lessons and provides us with information on pupils' ability to use a combination of **substantive**, **disciplinary** and **procedural** knowledge. Sources are used across the sequence of lessons in geography to frame planning and supplement the key National Curriculum content pupils explore throughout the term. The use of sources ensures that pupils are given purposeful learning opportunities, and we know that a geography curriculum that is delivered using sources throughout takes learning up a notch: pupils develop their knowledge and thinking skills through a mastery approach to learning. The use of sources throughout a learning journey enables pupils to use critical thinking skills (Rayner, 2007) and framing learning journeys around enquiry questions enables broader connections to be made: questions in Key Stage 1 will be more tightly defined or closed 'who', 'what', 'where', and 'when' questions, but in Key Stage 2 a more open-ended approach will be apparent with 'why' and 'how' questions (Weatherly, 2016).

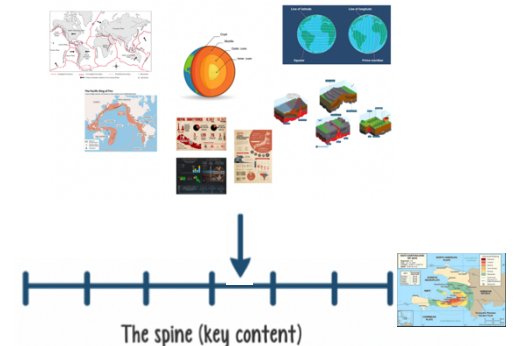
Step 1: Select the source



Step 2: with the final source in mind, what steps need to be in place to analyse it successfully?



Step 3: creating a sequence



Sources underpin planning and supplement the key content pupils will explore throughout each term. The use of sources ensures that pupils are given purposeful learning opportunities.

Covey (2006) *Seven Habits of Highly Effective People*.

Rayner, D (2007) *The Geographical Association (2007) Using resources for Geography teaching*.

Weatherly, D (2016) *Primary Connected Geography: Key Stages 1 and 2*.



Content and Coverage

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning Journey Overview	Through "Understanding the World", pupils learn about global similarities and differences, use maps to explore diversity, and study the natural world, including contrasting environments, seasonal changes, and changes in states of matter.	A project based around Arden, its grounds, and the surrounding area	A comparison study of Stockport and Trinidad and Tobago	A study of rivers of the UK and Europe, different types of coastlines and coastal processes	A study of mountains, volcanoes and earthquakes around the world	A comparison study of Manchester and Rio de Janeiro	A study of prominent National Parks around the world: The Peak District, Masai Mara and Yosemite
Key Question	<p>What makes a family?</p> <p>What does it mean to belong?</p> <p>How do things change?</p> <p>What could we become?</p>	What makes Bredbury special?	Where in the world are we?	Is water our most precious resource?	Why do people live near volcanoes?	What sets Manchester and Rio apart - and what brings them together?	Do we need National Parks?
Diversity	A diverse range of authors, books, photographs and objects of curiosity woven throughout classroom libraries and provision	Is everyone living in Bredbury from Bredbury?	Visitors from Trinidad and Tobago	Can everyone enjoy rivers and coastal areas? What is the importance of providing accessible facilities?	Marie Tharp's work on topography of the ocean floor and how this informed understanding of earthquakes and volcanoes	Manchester Pride v Rio Carnival	Reframing our thinking: Africa as a thriving tourist destination. What do the Peaks and Masai Mara have in common?
Learning beyond the classroom	Walk around the school grounds, local area, Bredbury library	Visit to the local shops (amenities) and Vernon Park for human/physical comparison	Stockport fieldwork visit	River Mersey Coastal trip to involve looking at erosion	Castleton field trip	Schools linking project with Cheetham school	Fieldwork trip to Peak District: Macclesfield Forest



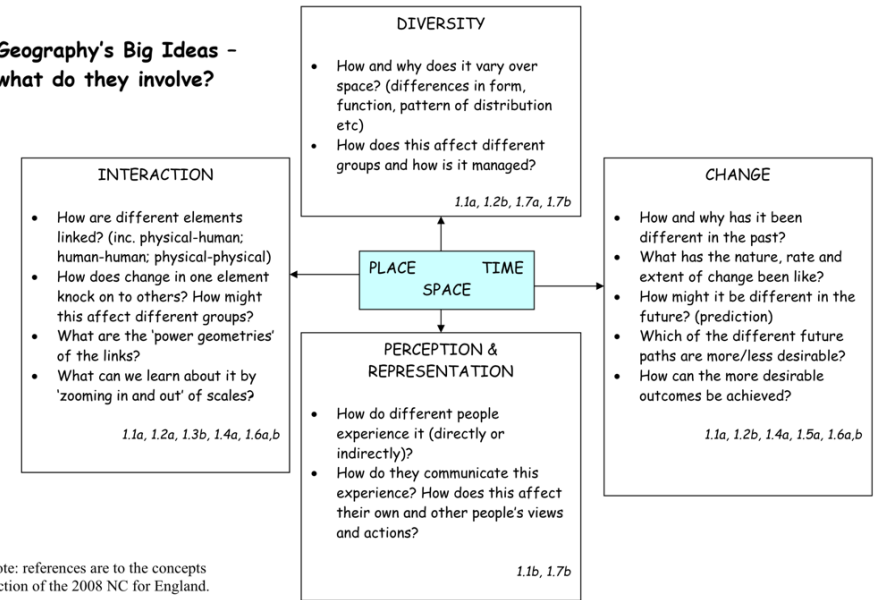
Progression of Knowledge and skills

Medium term plans provide learning journeys which are engaging, challenging and rigorous in their geography, ordered in such a way to enable progression within pupils' geographical learning over time. To avoid an approach that provide mere accumulations of 'content' (Leat 2000, DfES 2005, Jackson 2006), we have thought carefully about the 'big concepts' of geography, using these to shape content into rigorous and focussed geographical learning. The level of sophistication with which





Concepts in Geography

Substantive and second order concepts enable us to inform and sharpen our medium-term planning, providing the rigour in geography our pupils deserve. **Substantive concepts** refer to the substance, or content, of the discipline; for geography this might include **field, power, meander** or **place**. **Second order concepts** are the ideas used to organise content and to shape questions within a discipline. The intersection of substantive content and second order concepts is where the discipline of geography is created. Place, time and space are intrinsically linked in geography (see right). These big ideas are explored through the second-order concepts that underpin learning in geography at Arden: **diversity, change, interaction** and **perception and representation** (Taylor, 2021).

Geography's Big Ideas - what do they involve?


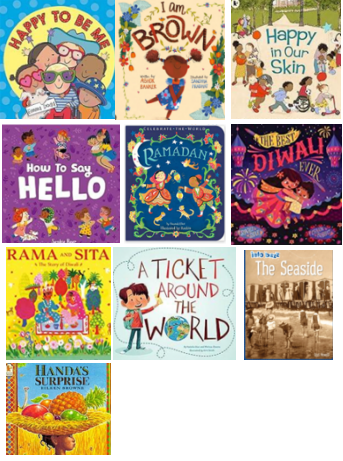


Liz Taylor 27.11.07

Diversity	Change	Interaction	Perception and representation
 <p>Diversity</p> <p>Diversity relates to the set of physical, human, and cultural elements, differentiated from each other, that converge in the same relatively small geographic space that is part of the same zone, region, or county. Diversity as a key concept develops geographic appreciation of our complex and varied world.</p>	 <p>Change</p> <p>Change is crucial as a driver within physical and human geography. It is seen in processes, such as coastal erosion, and human geography, in issues such as urban redevelopment, or population growth. Managing change is a key aspect of geography - we learn from past changes and predict and manage future ones.</p>	 <p>Interaction</p> <p>We teach pupils that interaction occurs not only within each aspect of geography but also between them. By understanding these interactions, pupils gain a deeper comprehension of how the world functions and evolves over time. Interaction is closely linked with change. Geographers explore how different elements are connected and how one aspect influences another.</p>	 <p>Perception and representation</p> <p>We integrate the concepts of perception and representation into our geography curriculum to help pupils understand how people perceive the world and express those perceptions to others. By studying perception and representation, pupils gain insights into how human interactions shape landscapes, cultures, and societies on both local and global scales.</p>





Concept: Diversity

Year Group:	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand some similarities and differences between life in this country and life in other countries. Draw upon knowledge from stories, non-fiction texts and, when appropriate, maps to identify diversity. 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.	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.					
Curriculum statements: 	 <p>Overarching themes: What makes a family? Aut1 What does it mean to belong? Aut2 Through books and carefully planned activities in continuous provision, children develop their understanding of our diverse world.</p>	<p>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.</p> <p>Identify the differences between human and physical geography</p> <p>Identify similarities and differences within key human geographical features in Stockport (e.g. shops, viaduct, band stand, town hall, M60, hat museum, Pear Mill, market)</p> <p>Identify similarities and differences within key physical geographical features in Stockport (e.g. River Mersey, Vernon Park, forest, hill, soil, weather)</p>	<p>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.</p> <p>Explore environmental challenges in different locations: are they the same or different?</p> <p>Identify similarities and differences between the human and physical geography of the UK and Trinidad and Tobago</p> <p>'Coming to England' by Floella Benjamin - the Windrush generation</p> <p>Compare and contrast different geographical features, e.g. weather</p>	<p>Understand geographical similarities and differences through the study of human and physical geography.</p> <p>The study of rivers in the UK and around the world</p> <p>Discuss accessibility of rivers, riverbanks, beaches and coastlines</p> <p>Explore similarities and differences within settlement, land use and economic activity (including trade links)</p> <p>Explore similarities and differences between the distribution of natural resources</p> <p>Identify similarities and differences between coastlines of the UK</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</p> <p>Explore how the impact of natural disasters differs in different communities</p> <p>Compare different places by asking and responding to questions</p> <p>Summarise the different ways that people can improve or damage the environment</p> <p>Use sources to generalise about the human and physical features of different localities</p> <p>Explore differences in the Earth's surface</p> <p>Explore different ways mountains are formed</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p> <p>Begin to identify and summarise different views about a geographical issue</p> <p>Explore differences in landscapes of South America and Europe</p> <p>Exploring diversity in climate data of two regions</p> <p>Identify different layers of Amazon rainforest and their characteristics</p> <p>Diversity of locale: What is similar/ different for pupils who live in Rochinha favela or Barra di Tijuca private community?</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 North America and a region in Africa</p> <p>Judge the validity of different views on geographical issues forming opinions and conclusions about them</p> <p>How do locations adapt and change to suit the needs of tourists?</p> <p>Describe how a range of physical and human processes can change the environment.</p>
Cultural Capital	Diversity relates to our focus on a complex and varied world - places and environments are diverse between and within themselves. Our Geography curriculum explores this key concept in a broader context which is repeated year on year to gain substantive knowledge and ensure rigorous understanding. Pupils gain an understanding of the lived experience of people around the world and how Geography impacts on their lives and the lives of those around the world.						





Concept: Change

Year Group:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Understand some important processes and changes in the natural world including the seasons and changing states of matter.</p>	<p>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.</p>					
<p>Curriculum statements:</p>	<p>Understand some important processes and changes in the natural world including the seasons and changing states of matter.</p>  <p>Overarching themes: How do things change? Sp1 Growing: What could we become? Su2</p> <p>Through books and carefully planned activities in continuous provision, children develop their understanding of natural processes and changes.</p> <p>Observe plants, flowers and food growing and changing.</p> <p>Create their own greenhouse.</p> <p>Local area walk using a basic map.</p>	<p>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.</p>		<p>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.</p>			
 <p>Change</p>		<p>Explore the change in land use from farming/agricultural land to development of Bredbury through mills and eventually our school</p> <p>Pupils consider important aspects of town planning and how the impact of these changes can be felt</p>	<p>Understand some of the key human and physical geographical similarities and differences between Bredbury and Trinidad and Tobago and how/why they have changed over time</p>	<p>Understand how and why climate is changing, how it affects the water cycle and challenges posed by these changes</p> <p>Investigate changing coastlines and how these impact settlements (e.g. houses near cliff edge in Britain)</p>	<p>Understand the causes and consequences of earthquakes</p> <p>Undertake a comparative case study of earthquakes in Nepal and Japan and the changes that occurred in these areas as a result</p>	<p>How has the Earth's surface changed over time?</p> <p>Explore changes in the Amazon rainforest and causes of such change</p> <p>Explore the changes in Manchester's slums over time</p> <p>Explore how gentrification has led to changes in cities</p>	<p>Explore changes in biomes and the cause of these changes</p> <p>Explore the impact of climate change on national parks and the world at large</p> <p>How have hills and mountains changed over time?</p>
<p>Cultural Capital</p>	<p>Pupils gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts. Children think like geographers whilst</p>						


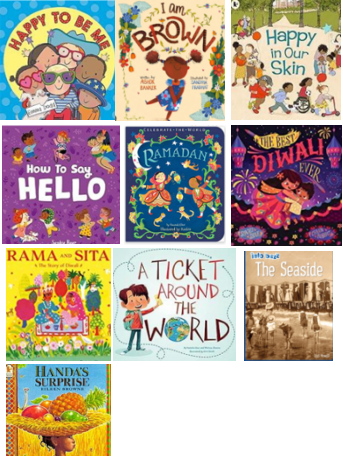


Concept: Interaction

Year Group:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
	<p>Understand some important processes and changes in the natural world including the seasons and changing states of matter.</p>	<p>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.</p>									
<p>Curriculum statements:</p> 	 <p>Overarching themes: How do things change? Sp1 Growing: What could we become? Su2</p> <p>Through books and carefully planned activities in continuous provision, children develop their understanding of natural processes and changes.</p> <p>Observe plants, flowers and food growing and changing.</p> <p>Create their own greenhouse.</p> <p>Local area walk using a basic map.</p>	<p>identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>Name and locate counties and cities of the UK, 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</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 in North or South America</p> <p>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 distribution of natural resources including energy, food, minerals and water</p>		<p>Explore how people interact with the land around Arden with amenities as a key focus: Bredbury shops and the Daisy Field</p> <p>Explore how human and physical features coexist in the same small area: Vernon Park</p> <p>Consider how human and physical processes have affected the landscape of Bredbury over time</p>	<p>Understand some of the key human and physical geographical similarities and differences between Stockport and Trinidad and Tobago</p> <p>Consider how human and physical processes have affected the landscape of Stockport over time</p> <p>Consider how human and physical processes have affected the landscape of Trinidad and Tobago over time</p> <p>Explore the beaches of Stockport (Pebble beach at Woodbank) and Trinidad and Tobago</p>	<p>Know the physical processes involved in coastal formation and understand the impact of coastal erosion</p> <p>Understand the formation and features of rivers, their importance to human settlement and how the presence of rivers and mountains inform human activity</p> <p>Understand the basic structure of the Earth and the formation of different mountains / ranges</p>	<p>Understand volcanic activity, different types of volcanoes, the effects and consequences of volcanic eruptions and why people choose to live in their vicinity</p> <p>Understand the causes and consequences of earthquakes</p> <p>Explore the primary and secondary effects of natural disasters</p>	<p>Understand the term globalisation (scale of trade and cultural exchange) and its consequences (positive/negative).</p> <p>Explore the global population growth over the last century, the reasons for it and consequences (for example, ageing population)</p> <p>The reliance on fossil fuels (jobs/economy) versus the cost of that reliance (coral reef, bush fires, floods, drought, farming).</p>	<p>Compare biomes in UK, Yosemite and Masai Mara; explore changes in biomes and the cause of changes</p> <p>Explore the impact of climate change on national parks</p> <p>How have hills and mountains changed over time?</p> <p>Explore the implications of consumer demands on land use, depletion of natural resources, reduction in biodiversity and labour markets.</p>
<p>Cultural Capital</p>	<p>Pupils gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts. Children think like geographers whilst</p>										



Concept: Perception and representation

Year Group:	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand some similarities and differences between life in this country and life in other countries. Draw upon knowledge from stories, non-fiction texts and, when appropriate, maps to identify diversity. 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.	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.					
Curriculum statements: 	 <p>Overarching themes:</p> <p>What makes a family? Aut1</p> <p>What does it mean to belong? Aut2</p> <p>Through books and carefully planned activities in continuous provision, children develop their understanding of our diverse world.</p>	<p>Develop knowledge about the world, the UK and their locality. 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>What jobs do people in Bredbury have?</p> <p>What different experiences do people have in Bredbury?</p> <p>How do people find out about what there is to see and do in Bredbury?</p> <p>Begin to evaluate the attractiveness and unattractiveness of an aspect of the environment and discuss some specific features</p>	<p>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.</p> <p>How do different people experience Stockport?</p> <p>How do different people experience Trinidad and Tobago?</p> <p>Understand how human and physical features in both Bredbury and Trinidad and Tobago have changed over time</p> <p>Discuss the attractiveness and unattractiveness of each environment and discuss some specific features</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Explore land use and economic activity (including trade links) near rivers and how these impact communities</p> <p>Explore how the presence of rivers and mountains informs human activity</p> <p>Understand the importance of rivers to the communities they are near to in different locations: the Mersey, the Nile</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Explore how Marie Tharp's work on topography of the ocean floor informed peoples understanding</p> <p>Explore how volcanoes and earthquakes are experienced by those living in affected countries: are their experiences the same?</p> <p>Describe and understand key aspects of types of settlement and land use</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p> <p>Begin to identify and summarise different views about a geographical issue</p> <p>Explore differences in landscapes of South America and Europe</p> <p>Exploring diversity in climate data of two regions</p> <p>Identify different layers of Amazon rainforest and their characteristics</p> <p>Diversity of locale: What is similar/different for pupils who live in Rochinha favela or Barra di Tijuca private community?</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 North America and a region in Africa</p> <p>Judge the validity of different views on geographical issues forming opinions and conclusions about them</p> <p>Understand the different views of Africa through colonial, international and local perspectives</p> <p>How do locations adapt and change to suit the needs of tourists?</p> <p>Describe how a range of physical and human processes can change the environment.</p>
Cultural Capital	Diversity relates to our focus on a complex and varied world - places and environments are diverse between and within themselves. Our Geography curriculum explores this key concept in a broader context which is repeated year on year to gain substantive knowledge and ensure rigorous understanding. Pupils gain an understanding of the lived experience of people around the world and how Geography impacts on their lives and the lives of those around the world.						



Early Years Foundation Stage: Understanding the World

Understanding the world involves guiding pupils to make sense of their physical world and their community. The frequency and range of pupils' personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening pupils' vocabulary will support later reading comprehension.

Nursery	<ul style="list-style-type: none"> • Show interest in different occupations • Continue to develop positive attitudes about the differences between people 		
Reception	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 		
Early Learning Goal: Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. • 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. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



National Curriculum Strand	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Key Vocabulary
<p>Year One</p> <p>Geography of Arden Primary School</p> <p>The Local Shops</p> <p>The Local Area</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Identify seasonal and daily weather patterns in the UK</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Devise a simple map and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Physical Features: forest, hill, river, soil, valley, season, weather</p> <p>Human Features: city, town, village, factory, farm, house, office, shop</p> <p>Place Names: Bredbury, Stockport, United Kingdom, England, Northern Ireland, Scotland, Wales, Cardiff, Belfast, London, Edinburgh, Island, Great Britain</p> <p>Geographical Terminology: weather, season, temperature, rain, sunshine, landscape, compass, direction, bird's eye, aerial, atlas, map, globe plan, view, route, left, right, forward, backwards, North, South, East, West, key, symbols, transport, local environment, vehicles, traffic, amenities, town, farm, shop, capital city, country, environment, school journey, travel, landmarks</p> <p>Geographic Directions: North, South, East, West</p> <p>Continents: Asia, Africa, Europe, North America, South America, Antarctica, Australia</p> <p>Oceans: Pacific, Atlantic, Indian, Southern, Arctic</p>
<p>Fieldwork</p>	<ol style="list-style-type: none"> 1. Use 4 compass directions (NSEW) to sketch and describe what they can see in each direction in the school grounds. 2. Go for a walk to study the local shops – record the different types on Osborne Street. 3. Visit Vernon Park – Who are the different users of the park? How are they all provided for? What amenities are in the park? 4. Use simple locational language to describe routes around the school building, using plan perspectives. 5. Use simple locational language to describe and draw routes around the local area such as around the park. 			
<p>Map Progression</p>	<ul style="list-style-type: none"> • Pupils know that maps, plans and aerial photographs are views from above or a 'bird's eye view' of a place • Pupils know that maps and plans show the distance between places or objects • Pupils know there are four main compass points that help people to navigate direction: North, South, East and West 			



National Curriculum Strand	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Key Vocabulary
<p>Year Two</p> <p>The United Kingdom: Capital cities, countries and surrounding seas</p> <p>7 Continents and 5 Oceans</p> <p>A Small Area Comparison: Stockport and Trinidad and Tobago</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>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</p>	<p>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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Devise a simple map and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Physical Features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, marine, land, sea, equator, continents</p> <p>Human Features: city, town, village, factory, farm, house, office, port, harbour, shop, capital city, country, map, globe, earth</p> <p>Place Names: United Kingdom, England, Northern Ireland, Scotland, Wales, Cardiff, Belfast, London, Edinburgh, Island, Isles, Great Britain, British Isles, Trinidad and Tobago, Caribbean, Windrush</p> <p>Geographical terminology: weather, season, temperature, rain, sunshine, landscape, compass, direction, bird's eye, aerial, atlas, map</p> <p>Geographic Directions: North, South, East, West</p> <p>Continents: Asia, Africa, North America, South America, Antarctica, Australia</p> <p>Oceans: Pacific, Atlantic, Indian, Southern, Arctic Equator</p>
<p>Fieldwork</p>	<ol style="list-style-type: none"> 1. Describe the location of features and routes on a map using compass directions e.g., on a museum visit. 2. Describe the key human and physical features of the local town using observation and fieldwork to compare to a small place in a non-European country. 3. Plan and undertake an investigation into the opportunities to play or watch sport in the local area. Collect information from questionnaires asked at home and collect the numbers of which sports all the class do, how far do they travel etc? Create a simple graph, such as a pictogram. 4. Use aerial photographs and simple maps to recognise landmarks and basic human and physical features of a small area of a non-European country and compare it to local town. 5. Use 'Air Pano' online technology to take a virtual trip to the Caribbean 			
<p>Map Progression</p>	<ul style="list-style-type: none"> • Pupils know that a map of the school grounds is a 'smaller scale' map than the map of a classroom as it represents a larger space at a lower level of detail • Pupils know that using a map scale means the distance between places is shown accurately • Pupils know that symbols and keys are useful as they prevent maps from being covered in too many words labels 			



National Curriculum Strand	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Key Vocabulary
<p>Year Three</p> <p>A study of the rivers of the UK and Europe</p> <p>The Water Cycle</p> <p>Changes to the landscape and use of land in the UK</p> <p>Understanding of land use patterns and settlements around major rivers in the UK and Europe</p> <p>A study of different types of coastlines around Britain and coastal processes, including erosion</p>	<p>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</p> <p>Understand geographical similarities and differences through the study of human and physical geography</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including rivers and the water cycle</p> <p>Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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>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.</p>	<p>Physical Features: river, stream, lake, waterfall, delta, estuary, source, mouth, tributary, meander, floodplain, watershed, coastline, cliff, beach, bay, headland, peninsula, dune, contour</p> <p>Human Features: village, town, city, bridge, dam, port, harbour, marina, farm, park, houses, roads, railway, canal</p> <p>Geographical Terminology: confluence, erosion, deposition, transportation, evaporation, condensation, precipitation, water cycle, landscape, land use, settlement, population, region, topography, climate, map, scale, grid reference, coordinates, symbol</p> <p>Geographic Directions: north, north-east, east, south-east, south, south-west, west, north-west</p> <p>Locational Vocabulary: Mersey, Tame, Goyt, Durdle Door, Europe, Asia, Africa, North America, South America, Australia, Antarctica</p>
<p>Fieldwork</p>	<p>1. Collect local weather data & compare to weather statistics of different areas of Europe.</p> <p>2. Castleton trip to incorporate fieldwork and Mam Tor study</p> <p>3. Conduct a river study in North West of UK (River Mersey) as part of their regional comparison. Collection of rain data linked to the water cycle and answer the question: does Manchester deserves its reputation as the wettest part of the UK?</p>			
<p>Map Progression</p>	<ul style="list-style-type: none"> • Pupils know that map symbols are pictures to represent human (man-made) and physical (natural) features of the landscape • Pupils know that map keys show what each symbol means • Pupils know that the equator is an imaginary line that divides the planet into a northern hemisphere and a southern hemisphere 			



National Curriculum Strand	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Key Vocabulary
<p>Year Four</p> <p>Mountains, volcanoes and earthquakes</p> <p>The highest peaks of the four countries of the UK and mountain ranges around the world</p> <p>Volcanoes, people who live near them and the risks</p> <p>Earthquakes of Nepal and Japan (and its tsunami)</p>	<p>Name and locate the world's mountains, volcanoes and earthquakes, concentrating on their key human and physical characteristics</p> <p>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)</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</p>	<p>Describe and understand key aspects of mountains, volcanoes and earthquakes</p> <p>Describe and understand key aspects of types of settlement and land use</p>	<p>Use maps and digital/computer mapping to locate countries and describe features studied</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>Physical Features: mountain, tundra, ice cap, grassland, desert, coast, forest, mountain range, peak, mouth, estuary, source, summit, eruption, lava, magma, crater, volcanic ash, Richter scale, aftershock, tectonic plate, epicentre, tsunami</p> <p>Human Features: settlement, village, town, city, houses, park, shop, cities</p> <p>Geographical Terminology: border, country, latitude, topography, climate, population, area, location, evaporation, precipitation, condensation, grid reference, coordinates, source, estuary, tributary, meander, confluence, settlement, city, symbol, water, feature, region, diverse, landscape, land use, settlement, Ordnance Survey, map scale, symbols, grid reference, formation,</p> <p>Directions: north, north-east, east, south-east, south, south-west, west, north-west</p> <p>Locational Vocabulary: Japan, Nepal, Ben Nevis, Snowdon, Scafell Pike, Slieve Donard, Himalayas, Andes, Alps, Rocky Mountains, Europe, Asia, Africa, North America, South America, Australia, Antarctica</p>
<p>Fieldwork</p>	<p>1. Collect local weather data & compare to weather statistics of different areas of Europe.</p> <p>2. Castleton trip to incorporate fieldwork and Mam Tor study</p> <p>3. Conduct a river study in North West of UK (River Mersey) as part of their regional comparison. Collect data linked to the water cycle and answer the question: does Manchester deserves its reputation as the wettest part of the UK?</p>			
<p>Map Progression</p>	<ul style="list-style-type: none"> • Pupils know that to get a more accurate direction, an eight-point compass can be used • Pupils know a range of symbols that represent physical and human geography • Pupils know that latitude and longitude are imaginary lines that help to determine the location of any place on earth 			



National Curriculum Strand	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Key Vocabulary
<p>Year Five</p> <p>A comparison study of Manchester and Rio de Janeiro</p> <p>Biomes, climate zones and vegetation belts</p> <p>Inequality, gentrification and population including land use/trade links</p>	<p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts</p> <p>Human geography, including: types of settlement and land use and economic activity, including trade links</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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>Physical Features: mountain, river, forest, coast, lake, inland, location, region, rainforest, climate zones, biomes, vegetation belts, tropical rainforest, coastal vegetation, temperate forest, grasslands, urban vegetation</p> <p>Human Features: city, major city, settlement, hamlet, town, village, farm, house, school, road, bridge, market, factory, favela, Christ the Redeemer, infrastructure,</p> <p>Geographical Terminology: County, border, borough, council, Town, suffix, prefix, influence, locate, Ordnance Survey map, key, symbols, gentrification, population, land use, trade links, global warming, latitude, longitude, Tropics of Capricorn and Cancer, route, distance, scale, tour, attractions, contrast, tourism, analysis, data</p> <p>Measurements and Navigation: 8 points of a compass, 4-figure and 6-figure grid references</p> <p>Geographical Lines and Zones: Equator, Arctic Circle, Antarctic Circle, time zones</p> <p>Locational Vocabulary: Manchester, UK, Rio de Janeiro, Brazil, Carnival, samba, Copacabana, Christ the Redeemer, beaches, Amazon Rainforest, Europe, North America, South America, London, New York, Amazon, Andes, Thames, United Kingdom, Europe, Asia, Africa, North America, South America, Australia, Antarctica</p>
<p>Fieldwork</p>	<ol style="list-style-type: none"> 1. Create highly annotated photographs or sketches, recording their observations in an urban area (Manchester) to record land use 2. Use O.S. maps to identify features of Manchester 3. Explore tourist opportunities to compare to tourism in Rio de Janeiro 4. Pupils plan their own fieldwork to prove which biome they live in and collect evidence to back it up 5. Pupils explore ecosystems in their local area: visit a small woodland area, a river, a pond, a field and other nature areas 			
<p>Map Progression</p>	<ul style="list-style-type: none"> • Pupils know that Ordnance Survey creates up to date and accurate maps depicting the landscape's human and physical features • Pupils know that OS maps use the same symbols which are included in a key so people using the map know what each symbol represents • Pupils know that the Tropic of Cancer is the northern boundary of the tropics, and the Tropic of Capricorn is the southern boundary of the tropics (the northernmost and southernmost lines of latitude where the sun can be directly overhead). 			



National Curriculum Strand	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Key Vocabulary
<p>Year Six</p> <p>A study of prominent National Parks around the world</p> <p>The Peak District, Masai Mara and Yosemite</p> <p>Biomes, conservation, and each park's human and physical features</p>	<p>Locate the world's countries, using maps to focus on Europe, North America <i>and Africa</i>, concentrating on their environmental regions and key physical and human characteristics</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 North America and a region in Africa</p>	<p>Physical geography, including: climate zones, biomes, vegetation belts</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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>Physical Features: mountain, river, forest, coast, lake, island, volcano, canyon, glacier, inland, location, region, rainforest, climate zones, biomes, vegetation belts, Peak District, Derbyshire, national park, hiking, camping, Masai Mara, safari, wildlife, savannah, grasslands, acacia, Serengeti, conservation, Yosemite, Sequoia, waterfall, granite, wilderness, Equator, Arctic Circle, Antarctic Circle, time zones</p> <p>Human Features: city, major city, settlement, hamlet, town, village, farm, house, school, road, bridge, market, factory</p> <p>Geographical Terminology: county, border, borough, council, town, suffix, prefix, influence, locate, Ordnance Survey map, key, symbols, gentrification, population, land use, trade links, global warming, latitude, longitude, Tropics of Capricorn and Cancer, route, distance, scale, tour, attractions, contrast, tourism, analysis, data, compass, 4-figure and 6-figure grid references,</p> <p>Locational Vocabulary: Peak District, Derbyshire, national park, hiking, camping, Masai Mara, safari, wildlife, savannah, grasslands, acacia, conservation, Yosemite, Sequoia, waterfall, granite, wilderness, Europe, Asia, Africa, North America, South America, Australia, Antarctica</p>
<p>Fieldwork</p>	<ol style="list-style-type: none"> 1. Create highly annotated photographs or sketches, recording their observations in an urban area (Manchester) to record land use 2. Use O.S. maps to identify features of Manchester 3. Explore tourist opportunities to compare to tourism in Rio de Janeiro 4. Pupils plan their own fieldwork to prove which biome they live in and collect evidence to back it up 5. Pupils explore ecosystems in their local area: visit a small woodland area, a river, a pond, a field and other nature areas 			
<p>Map Progression</p>	<ul style="list-style-type: none"> • Pupils know that Ordnance Survey creates up to date and accurate maps depicting the landscape's human and physical features • Pupils know that OS maps use the same symbolism which are included in a key so people using the map know what each symbol represents • Pupils know that the Tropic of Cancer is the northern boundary of the tropics, and the Tropic of Capricorn is the southern boundary of the tropics (the northernmost and southernmost lines of latitude where the sun can be directly overhead). 			



Map Progression

Progression in mapping skills is vital for building a strong foundation and equipping pupils with valuable tools for life. Mapping forms the cornerstone for understanding spatial relationships, geographic features, and the distribution of resources around the world. A range of cognitive skills are developed through mapping, from spatial reasoning to data interpretation and critical thinking. Mapping is a skill that extends to other subjects, like history, where pupils explore maps as valuable sources. Proficiency in mapping is a lifelong asset: whether planning a trip, interpreting news reports, or making informed decisions about their environment, these skills remain invaluable for continuous learning and being an informed and responsible citizen. As pupils progress through Arden, they develop these skills incrementally, steadily becoming more proficient over time, until they are ready to commence learning in KS3.

What should pupils know?	
Year 1	<ul style="list-style-type: none">• Pupils know that maps, plans and aerial photographs are views from above or a 'bird's eye view' of a place• Pupils know that maps and plans show the distance between places or objects• Pupils know there are four main compass points that help people to navigate direction: North, South, East and West
Year 2	<ul style="list-style-type: none">• Pupils know that a map of the school grounds is a 'smaller scale' map than the map of a classroom as it represents a larger space at a lower level of detail• Pupils know that using a map scale means the distance between places is shown accurately• Pupils know that symbols and keys are useful as they prevent maps from being covered in too many words labels
Year 3	<ul style="list-style-type: none">• Pupils know that map symbols are pictures to represent human (man-made) and physical (natural) features of the landscape• Pupils know that map keys show what each symbol means• Pupils know that the equator is an imaginary line that divides the planet into a northern hemisphere and a southern hemisphere
Year 4	<ul style="list-style-type: none">• Pupils know that to get a more accurate direction, an eight-point compass can be used• Pupils know a range of symbols that represent physical and human geography• Pupils know that latitude and longitude are imaginary lines that help to determine the location of any place on earth
Year 5	<ul style="list-style-type: none">• Pupils know that Ordnance Survey creates up to date and accurate maps depicting the landscape's human and physical features• Pupils know that OS maps use the same symbols which are included in a key so people using the map know what each symbol represents• Pupils know that the Tropic of Cancer is the northern boundary of the tropics, and the Tropic of Capricorn is the southern boundary of the tropics (the northernmost and southernmost lines of latitude where the sun can be directly overhead).
Year 6	<ul style="list-style-type: none">• Pupils know that Ordnance Survey creates up to date and accurate maps depicting the landscape's human and physical features• Pupils know that OS maps use the same symbols which are included in a key so people using the map know what each symbol represents• Pupils know that the Tropic of Cancer is the northern boundary of the tropics, and the Tropic of Capricorn is the southern boundary of the tropics (the northernmost and southernmost lines of latitude where the sun can be directly overhead).

Adapted from the Royal Geographical Society: www.rgs.org/schools/resources-for-schools/map-skills