GEOGRAPHY PROGRESSION DOCUMENT

Geography

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities when possible. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding in every year group throughout the school.

Intent:

At Ayresome, we believe that geography education should be fully inclusive to every child, fulfilling the National Curriculum for Geography.
We strive to ensure children enjoy learning about the world and to have a better understanding of how people live in different locations.
The aims of teaching geography in our school are: to inspire pupils' curiosity to discover more about the world; to enable children to know about the location of the world's continents, countries, cities, seas and oceans; to develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes and aerial photographs; to help children understand how the human and physical features of a place shapes it location and can change over time and to provide opportunities to study mathematics across the curriculum through geography lessons.

Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught over the year as part of our planned topics, focusing on knowledge and skills stated in the National Curriculum. At Ayresome Primary School, we feel that geography is important in enabling all children to gain 'real-life' experiences. Teachers plan lessons for their class using our geography curriculum progression document. Teachers can use this document to plan their geography lessons suitable to their overarching topics. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. We ensure children have opportunity to explore the local area including orienteering within the school grounds. Local museums also provide an opportunity to further geography learning, as well as trips to local woods, seaside and using map reading skills during residential trips.

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Impact:

Pupils leave Ayresome with a secure understanding of the academic content of the National Curriculum. Pupils should have a good understanding of the world. Pupils should also feel confident drawing their own maps and using symbols to locate different places. Pupils should be confident using maps and atlases to locate different parts of the world.

Cultural capital in Geography at Ayresome Primary School:

By learning about our local environment of Middlesbrough and the surrounding areas we visit key places in our locality to strengthen our subject knowledge, to investigate places, patterns and communicate geographically. The aim is for our pupils at Ayresome Primary School to leave with the knowledge to think, act and speak like a geographer and value the transference of these skills into their every day life, in education and beyond.

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Geography in EYFS:

	Locational Knowledge:	Place Knowledge:	Human Geography:	Physical Geography:	Geographical skills and fieldwork:
EYFS:	My location/ area	To name key parts of our immediate environment.	Exploring our school and our local community	Animals and plants- decay Beach- sand Similarities and difference between the natural world around them Seasonal change	Maps- of streets nearby and school/ green space
Year 1:	To label the four countries and cities on a large map of UK.	To name key parts of our local area.	To recognise familiar buildings in Middlesbrough.	To name the four seasons and talk about the different types of weather. To keep a weather chart.	To make observations of the local area and create a simple map (greenspace).
Year 2:	Look closely at our world and using 4 compass points, they describe where the seven continents and the five oceans are in relation to each other.	Identify the capital city of England. Compare London to Middlesbrough.	To understand the varieties of farm buildings, aspects of farming and where food comes from (farm to fork).	To recognise the key physical features of local beaches. Identifying why locations are used for certain purposes sea (fish farm) and soil use (crop/arable farming).	Introduce key symbols for map use of the school grounds.
Year 3:	To locate a range of countries in Europe – Rome.	To look at the similarities and differences between places and environments. A country in Europe and England.	To look at local effects of plastic pollution. Litter picking on the green space.	Looking at the causes and effects of volcanoes and earthquakes.	Fieldwork – Green space exploration on plastic pollution. Using globes and digital mapping to locate countries.

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Year 4:	To locate the worlds countries focusing on Europe.	York – Vikings and settlement.	National study of pollution on our coast?? To investigate settlement and land use to support economic activity.	To look at Rivers (River Tees), water cycle. Mapping the River Tees and looking at the features.	To use the eight points of a compass, 4 figure grid references, symbols and keys on an OS map to build UK knowledge.
Year 5:	To locate rainforests and their features – Amazon (central and South America)	Trade in Middlesbrough	Global impact of pollution, looking at deforestation.	To explore mountain ranges including local landmarks i.e. Roseberry topping.	To use 8 point compass points and 4 figure grid references on a map. Including using OS maps.
Year 6:	To recognise the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle.	To identify Russia on a map linking to WW2. (Europe) To explore the diversity in the Americas.	Identify land use patterns and how they have changed over time and its impact on the environment.	Comparison of the polar regions Investigation into the varied landscapes of the Americas from Alaska to Hawaii to Cape Horn To identify factors causing natural disasters in America including weather and earthquakes	To use 8-point compass points and 4 and 6 figure grid references including OS maps. Environmental impact of humans on the ice caps Investigation in to the impact of weather in USA on UK

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KS3 Geography:

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. Pupils should be taught to:

Locational knowledge

♣ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities Place Knowledge

♣ understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

♣ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

♣ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts

♣ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

♣ understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems Geography – key stage 3 3 Geographical skills and fieldwork

♣ build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field

♣ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

♣ use Geographical Information Systems (GIS) to view, analyse and interpret places and data

♣ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

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GCSE Geography

The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives it provides the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A level. Subject aims and learning outcomes GCSE specifications for the discipline of geography should provide the opportunity for students to understand more about the world, the challenges it faces and their place within it. The GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. 3. GCSE specifications in geography should enable students to build on their key stage 3 knowledge and skills to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)

- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)

- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)

- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Progression statement 4.

When designing specifications, awarding organisations should note the following ways in which curriculum emphases should progress from KS3 and ensure that specifications facilitate this:

- broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global

- a greater emphasis given to process studies that lead to an understanding of change

- a greater stress on the multivariate nature of 'human-physical' relationships and interactions

- a stronger focus on forming generalisations and/or abstractions, including some awareness of theoretical perspectives and of the subject's conceptual frameworks

- an increased involvement of students in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions

- enhancing competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material

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Careers utilizing geography:

- Environmental consultant.
- Town planner.
- Cartographer.
- Climate Change Analyst.
- Secondary School Teacher.