



## Sequencing and Progression

### Subject: Geography

Curriculum Intent	At Long Mead Community Primary School, we aspire to be outstanding with a curriculum that enables every child to achieve their best academically and socially. Every child is given the best opportunities to be the best version of themselves.
Geography Intent	We aim to offer a high-quality geography education that will help pupils to explore and understand the world around them. Geography will teach students about different places, environments and people, making them curious about the Earth and its many wonders. By learning Geography, students will understand the world better and their role in taking care of it. They will gain skills that will prepare them to become responsible global citizens.
Scheme/planning used and reason for use:	Throughout the school, we follow the <i>National Curriculum</i> as a basis for our planning. We cover the four main geographical concepts; location knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Geography is planned on a two-year rolling basis to ensure coverage of the curriculum. Although we do not use a scheme per se, staff have access to different geographical websites to support their planning and subject knowledge. Within EYFS the ' <i>Development Matters</i> ' document is used and our progression document shows areas within 'Understanding the World' then progress into KS1. Our topics are framed by one central question, which encompasses the various concepts we address under secondary questions. The way our planning is done assures continuous progression as the concepts taught are closely linked to one another.
Adaptions made to scheme, including within classrooms and reasons for this:	Using the <i>Weaving, Knowledge, Skills</i> document to ensure progression, lessons are adapted to support and challenge within mixed age classes. All children take part in all aspects of the geography curriculum. Adaptions will be made to ensure all children can assess the learning within their year group – this is throughout the Pillars of <i>Excellence</i> . (Modelling, scaffolding, feedback, questioning and differentiation). We aim to deliver lessons that are engaging, fun and we make provisions to learn outside the classroom to extend their knowledge beyond the classroom.
Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)	Geography is taught throughout the school within their topic sessions. For every two primary history topics per curriculum year, the third is a secondary geography topic. Geographical skills and knowledge are revisited each lesson based on prior learning using our knowledge mats. These knowledge mats will also be used to support the development of vocabulary and key concepts. The use of the outside area, including field trips to and outside of the local area will be used to support the teaching and ensure that the children are engaged, enthused and challenged. At the end of year 6, children have the opportunity to go to an end of year trip where they can practise the skills learnt at school.

<p>How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)</p>	<p>We provide children with a topic knowledge mat. This is often discussed and displays key vocabulary, key facts and skills about the subject. A homework 'menu' is also designed linked to the children's topic to further their knowledge.</p> <p>We start each lesson with an oral retrieval exercise of what has been previously learnt to develop long term memory.</p> <p>At the conclusion of each topic, a retrieval exercise is conducted for assessment purposes.</p>
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<b>Knowledge, Skills and interpretation</b>	
Reception	<p>'The World Around Us' early learning goal focuses on developing geographical vocabulary and learning about the world through first-hand experience, stories and play.</p> <p>Children develop their curiosity and experience through concepts of place, space, environment, and scale as well as through decision-making and doing.</p>
Year 1	<p>Can they say what they like about their locality?  Can they sort things they like and don't like?  Can they answer some questions using different resources, such as books, the internet and atlases?  Can they think of a few relevant questions to ask about a locality?  Can they answer questions about the weather?  Can they keep a weather chart?  Can they identify the four countries making up the United Kingdom?  Can they explain what they might wear if they lived in a very hot very cold place?</p>
Year 2	<p>Can they label a diagram or photograph using some geographical words?  Can they find out about a locality by using different sources of evidence?  Can they find out about a locality by asking some relevant questions to someone else?  Can they say what they like and don't like about their locality and another locality like the seaside?  Can they describe some physical features of their own locality?  Can they describe some human features of their own locality, such as the jobs people do?  Can they name the continents of the world and find them in an atlas?  Can they name the world's oceans and find them in an atlas?  Can they name the major cities of England, Wales, Scotland and Ireland?  Can they find where they live on a map of the UK?</p>
Year 3	<p>Do they use correct geographical words to describe a place and the events that happen there?</p>

	<p>Can they identify key features of a locality by using a map?</p> <p>Can they accurately plot NSEW on a map?</p> <p>Can they use some basic OS map symbols?</p> <p>Can they describe how volcanoes are created?</p> <p>Can they describe how earthquakes are created?</p> <p>Can they confidently describe physical features in a locality?</p> <p>Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</p> <p>Can they describe how volcanoes have an impact on people's lives?</p> <p>Can they explain how the lives of people living in the Mediterranean would be different from their own?</p> <p>Can they locate and name some of the world's most famous volcanoes?</p> <p>Can they name and locate some well-known European countries?</p>
Year 4	<p>Can they carry out a survey to discover features of cities and villages?</p> <p>Can they find the same place on a globe and in an atlas?</p> <p>Can they label the same features on an aerial photograph as on a map?</p> <p>Can they plan a journey to a place in England?</p> <p>Can they accurately measure and collect information? (e.g. rainfall, temperature, wind speed, noise levels etc.)</p> <p>Can they describe the main features of a well-known city?</p> <p>Can they use appropriate symbols to represent different physical features on a map?</p> <p>Can they explain how a locality has changed over time with reference to human features?</p> <p>Can they find different views about an environmental issue? What is their view?</p> <p>Can they locate the Tropic of Cancer and the Tropic of Capricorn?</p> <p>Do they know the difference between the British Isles, Great Britain and UK?</p>
Year 5	<p>Can they collect information about a place and use it in a report?</p> <p>Can they map land use?</p> <p>Can they find possible answers to their own geographical questions?</p> <p>Can they explain how the water cycle works?</p> <p>Can they explain why water is such a valuable commodity?</p> <p>Can they explain why people are attracted to live by rivers?</p> <p>Can they explain how a location fits into its wider geographical location with reference to human and economical features?</p> <p>Can they name and locate many of the world's major rivers on maps?</p> <p>Can they name and locate many of the world's most famous mountain regions on maps?</p> <p>Can they begin to recognise the climate of a given country according to its location on the map?</p>
Year 6	<p>Can they confidently explain scale and use maps with a range of scales?</p> <p>Can they use OS maps to answer questions?</p> <p>Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p>

	<p>Can they give extended descriptions of the physical features of different places around the world?</p> <p>Can they describe how some places are similar and others are different in relation to their human features?</p> <p>Can they give an extended description of the human features of different places around the world?</p> <p>Can they describe how some places are similar and others are different in relation to their physical features?</p> <p>Can they recognise key symbols used on ordnance survey maps?</p> <p>Can they name the largest desert in the world?</p> <p>Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</p>
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