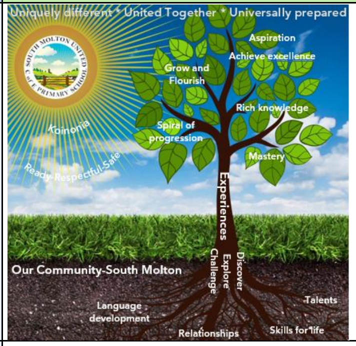
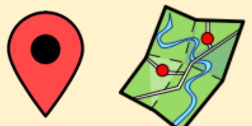
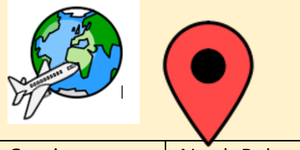
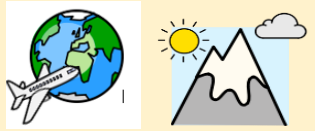
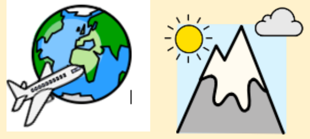
Curriculum Progression Frameworks

Geography

Strand	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	**Intent**	 *At South Molton United Church of England Primary School, every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. Our children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. We prioritise the development of language, the golden thread of our pupils' learning. Children are supported to develop mastery of their learning through a spiral of planned progression throughout our ambitious and carefully designed curriculum. We have identified the big ideas and key learning essential for children to remember, encourage them to make links and build on this further. We adapt learning to meet the needs of all learners. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society. We ensure that our learners have a rich range of experiences on and off our school site to broaden their understanding of the world around them and the range of possibilities at their fingertips. We aim to expand aspiration and world view so that children leaving our school are ready for their next steps, know how to keep themselves and others safe and are respectful of all.*						
	Implementation	Geography is taught in Reception as part of Understanding of the World. As early Geographers, our children are encouraged to describe their immediate environment introduced to similarities and differences between life in this country and other countries using observation, discussion, stories, non-fiction texts and maps. We introduce key geographical concepts through trips, map work and by zooming in on key features, places and processes. Children work as a class and in groups to explore and discuss ideas and geographic topics are used to inspire their learning in Continuous Provision. Our Key Stage One and Two learners experience two Geography units in each year throughout their school experience. Our pupils are introduced to the 'Big Ideas' in Geography and revisit these when beginning a new unit. Our pupils learn about Geography in a range of ways including using a range of sources and visiting key places of geographic significance. Our learners demonstrate their understanding through writing, drawing, investigation, observation, discussion, and explanation of their understanding. We highlight important vocabulary for our pupils to understand, define and use. We celebrate learning with a showcase at the end of each unit. Our Visio tool supports our learners to remember key forever facts as we use it to spiral back to our prior learning between each Geography session.						
Disciplinary	**Field work**	**All year groups visit key places in south Molton annually such as the Church, park, library, market and museum.** Reception go on a Local area- front door walk to map where they live. Children map the school grounds and go on seasonal walks to spot signs of change in the environment around them. **Trips:** Knightshayse and Westward Ho!	**Where do I live and what is special about South Molton?** **Trips:** South Molton (local area). **Fieldwork skills:** Create simple maps using a simple key. Use compass directions (North, South, East, West). Use locational/ directional language (near, far, left, right) Use nesting to understand where we are in the world. **Why does it matter where my food comes from?** **Trips:** Rosemoor Gardens **Fieldwork skills:** Use aerial photographs to recognise landmarks and basic human and physical features Use simple observational skills to study the key human and physical features of two contrasting environments **Extra trips:** South Molton School History Walk – Hugh Squier Library visit Church visit Exmoor Zoo Trip	**Why is the weather different in other places?** **Trips:** School environment to measure weather changes. **Fieldwork skills:** Use simple compass directions to say where the weather is travelling from and to. Use of weather instruments such as thermometers, weather vane, rain gauge and oktas to take weather readings. Use world maps, atlases and globes to identify the United Kingdom as well as the seven continents, five oceans, equator, North and South Poles. Use simple compass directions. **What do we find at places where the land meets the sea?** **Trips:** Ilfracombe and RNLI visit **Fieldwork skills:** Use world maps, atlases and globes to identify the North Devon coastline and Queensland, Australia. Devise a simple map with a basic key to show the physical features of Ilfracombe during fieldwork trip. **Extra trips:** Library visit	**How and why is my local area changing?** **Trips:** South Molton (local area) **Fieldwork skills:** Use maps, atlases, globes and digital/computer mapping to locate where we are located. Use the eight points of a compass to build knowledge of our local area. Use fieldwork to observe, record and present the human and physical landmarks of our town, including sketch maps. **How can the Earth wear away?** **Fieldwork skills:** Use digital technologies, such as digimaps, older pictures, and National Coastal Erosion Risk Mapping from the Environmental Agency to observe and explain coastal erosion at Westward Ho! **Extra Trips:** Kent's Cavern Library visit Church visit	**Why do some earthquakes cause more damage than others?** **Fieldwork skills:** Use maps, atlases, globes and digital/computer mapping to locate Christchurch, NZ. **Extra Trips:** Dunster Castle Library visit Church visit Panier Market planetarium visit **Where is the most valuable thing in the world and who owns it?** **Fieldwork skills:** Use digital mapping to locate Wimbleball dam, PH testing at dam to check acidity, mapping to see where water supplies go in Devon. **Extra Trips:** Dunster Castle Church visit Library visit Rachael's café Trip	**How are mountains formed?** **Trips:** Mountain day in school **Fieldwork skills:** Use maps, atlases, globes and digital mapping to locate Mount Olympus, Mauna Kea and Mount Everest. Use of digimaps to identify where mountain ranges are located, with tectonic plate boundaries for comparison. Use symbols and key with Ordnance Survey Maps to build knowledge of mountain ranges in the UK. Use of four figure grid references and contour lines. **Trips:** Mountain Day in school, Exmoor, Rock and Rapid, Exmoor River Trip. **Are all rivers the same?** **Trips:** Exmoor Rivers Trip **Fieldwork skills:** Use maps, atlases, globes and digital/computer mapping to locate the River Axe and River Lynn. Use the eight points of a compass, four figure grid references, symbols and key from Ordnance survey maps to identify these rivers in the UK. Draw sketch maps of these rivers from digital mapping.	**Who are Britain's National Parks for?** **Trips:** Exmoor including Lynmouth **Fieldwork skills:** Eight points of a compass, four and six figure grid references, symbols and key with Ordnance Survey Maps. Use fieldwork to observe, measure, record and present the human and physical features in Lynmouth using field sketches. Conduct a survey to ask why people live/visit Exmoor. **How do volcanoes affect the lives of people living on them?** **Fieldwork skills:** Use maps, atlases, globes and digital/computer mapping to locate countries (specifically Iceland) and describe the features. **Extra Trips**: London Residential

				Woodland Habitats – Arlington Court Church visit			Draw field-sketches of the River Lynn. **Extra Trips:** Church visit, Library visit, Panier Market planetarium visit, Surf Lifesaver Beach Trip	
	Map work and Imagery	**Where do we live?** World wall map; Globe; Terrestrial photos; Atlas; Aerial photos; Satellite images; Google Earth; Google Street View **How does South Molton compare with countries around the world?** World wall map; Globe; Terrestrial photos; Atlas; Aerial photos; Satellite images; Simple Plan; Google Earth; Google Street View **Where in the UK are we?** World wall map; Globe; Terrestrial photos; Atlas; Aerial photos; Satellite images; Google Earth	**Where do I live and what is special about South Molton?** World maps; maps of the United Kingdom; Atlases; Globe; Aerial and satellite photographs. **Why does it matter where my food comes from?** World maps; Atlases; Globe; Aerial and satellite photographs.	**Why is the weather different in other places?** World maps; Atlases, Globe; Aerial and satellite photographs. Google Earth. **What do we find at places where the land meets the sea?** World maps; Atlases; Globe; Terrestrial photographs. Aerial and satellite photographs.	**How and why is my local area changing?** World maps, Atlases, Globes, Aerial and satellite photographs, photographs through time, Google Earth, digimaps **How can the Earth wear away?** Digimaps, older pictures, and National Coastal Erosion Risk Mapping from the Environmental Agency	**Why do some earthquakes cause more damage than others?** World maps, atlases, globes, aerial and satellite photographs, Google Earth, digimaps to show tectonic plate boundaries. **Where is the most valuable thing in the world and who owns it?** World maps, atlases, maps of Wales from Ordnance survey and digimaps.	**How are mountains formed?** OS Landranger maps, digimaps to show mountain ranges and plate boundaries, world maps, atlases, globes, aerial and satellite photographs. **Are all rivers the same?** World maps, atlases, globes, OS Landranger maps, digimaps to identify rivers and their physical features, satellite photographs, sketch maps, field-sketches.	**Who are Britain's National Parks for?** OS Landranger maps to show Lynmouth and Exmoor, digimaps to show biomes, satellite photographs, field-sketches. **How do volcanoes affect the lives of people living on them?** World maps, atlases, globes, aerial and satellite photographs, Google Earth, digimaps to show volcanoes and how they correlate with plate boundaries locations) and GIS Google Earth Pro.
	Statistical representation	**See EYFS Overview**- Understanding the World is a Specific area of learning and is embedded throughout the EYFS in Continuous Provision interweaved with developing children's awe, wonder & Communication & Language		**Why is the weather different in other places?** Use of thermometers, weather vain, oktas and rain gauge to track data from weather patterns over time using a simple table.		**LKS2 Most Valuable Thing** Interpreting tabular data and constructing bar graphs, line graphs, proportional divided bars, pictograms and histograms **Where is the most valuable thing in the world and who owns it?** Pictograms to show water supply usage.	**Are all rivers the same?** Observing, recording, presenting and interpreting data from five measurements at different stages along a large stream – bank width, water width, bank height above water line, depth and velocity.	**Who are Britain's National Parks for?** Writing and interpreting surveys which can be used to create bar graphs or pie charts to support their persuasive arguments. **How do volcanoes affect the lives of people living on them?** Use of key and scale on political map of European countries, use of climate graphs.
Substantive knowledge		**AUTUMN TERM** **Where do we live?**	**Where do I live and what is special about South Molton? (spring)**	**Why is the weather different in other places? (spring)**	**How and why is my local area changing? (autumn)**	**Why do some earthquakes cause more damage than others? (autumn)**	**How are mountains formed? (autumn)**	**Who are Britain's National Parks for? (spring)**
	Knowledge acquired (Location, Place, Human and Physical Processes)	**Know that** South Molton is the town we live in. **Know why** maps are used (directions)	**Know where** South Molton is in the world. **Know how** to draw a map of my local area with a simple key. **Know that** South Molton and its surrounding areas have many key landmarks.	**Know** the names and locations of continents. Location of the Equator, North Pole and South Pole. **Know why** the weather changes. **Know how** the weather is different in hot and cold places in the world and how the temperature decreases away from the Equator.	**Know why** physical changes are different from human changes **Know how** South Molton has changed since WW2 **Know that** human behaviour can change environments	**Know why** the largest earthquakes don't always cause the most destruction and damage. **Know how** earthquakes are caused. **Know that** earthquakes and volcanoes often occur in the same locations	**Know the location of** Everest, Mauna Kea, the Cambrian Mountains and the Himalayas. **Know how** mountains and high ground are represented on maps? **Know how** mountain ranges are formed.	**Know that** National Parks are protected areas of our country that have a diversity of wildlife and physical features and where these are located **Know why** it is important to protect some areas of our country and how farmers support this **Know how** National Parks are used by people and are protected
	Big Ideas (Substantive Concept)							
	Vocabulary	Journey, home, place, map, town, community, job,	Compass Direction North South East West Location Moorland Continents Oceans	Continent Country Desert Nation Island Equator Earth North Pole South Pole Weather Antarctica Climate	Pattern Residential Commercial Recreation Leisure Accessibility Redevelopment Transport Land use Environment	Pattern Magnitude Tsunami Earthquake Epicentre Mantle Core Magma Ritcher scale Volcano Tectonic plate Crust Fault	Mountain Volcano Summit Sea level Tectonic plate Mountain range Relief	Wetland Moorland Grassland Deciduous Coniferous Contour Lines SSI AONB Sea level Erosion Diversity
	Assessment/showcase	**So… Where do we live?**	Draw a map of my local area with a key, explaining where key	Use the schema to explain why the weather is different the	Make a map of South Molton with captions to show the changes.	Create a poster to summarise the different reasons why some of the	Mountain lift-the-flap presentation poster.	Trip to Exmoor and Lynmouth. Imagine the government have proposed developing Exmoor National

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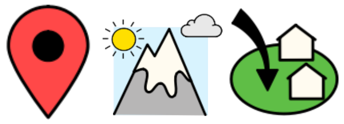
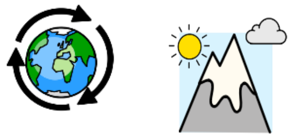
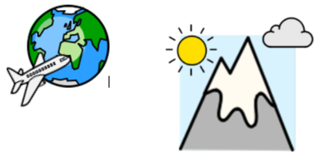
		Recall and present learning using the schema	landmarks are in relation to others.	further away you are from the equator.		largest earthquakes don't always cause the most destruction.		Park. Write a persuasive argument to object.
		SPRING TERM **How does South Molton compare with countries around the world?**	**Why does it matter where my food comes from? (summer)**	**What do we find at places where the land meets the sea? (summer)**	**How can the Earth wear away? (spring)**	**Where is the most valuable thing in the world and who owns it? (summer)**	**How do rivers change? (spring)**	**How do volcanoes affect the lives of people living on them? (summer)**
	Knowledge acquired (Location, Place, Human and Physical)	**Know how** South Molton is different to countries around the world.	**Know that** our food comes from different areas of the world. **Know why** Devon has so many dairy farms. **Know how** to identify where we are on a map of the UK	**Know why** there are different physical and human features at North Devon compared with Queensland. **Know why** there are human and physical features on coasts. **Know that** continents that have a coast and the oceans that meet the land.	**Know why** the Earth eroding can cause problems for residents. **Know how** the Earth erodes from wind, water and human activity. **Know that** human behaviour can also affect the Earth's landscape.	**Know what** a reservoir is and why water is our most precious natural resource. **Know why** the Cambrian Mountains is a suitable location for a reservoir. **Know how** the Elan Valley has changed.	**Know why** river estuaries are used for human and physical purposes. **Know how** a typical river changes from source to mouth. **Know what** a river is.	**Know that** physical processes affect the landscape of Iceland **Know why** people might choose to live on a volcano **Know how** to use lines of longitude and latitude
	Big Ideas (Substantive Concept)	 Journeys Change						
	Assessment/showcase	**So… How does South Molton compare with countries around the world?** Recall and present learning using the schema	Make a class pudding with a collective recipe and a map showing where the ingredients have come from. Which products are local, and which were imported?	We will visit Ilfracombe and locate the human and physical features there and record these on a map.	Explain and summarise the erosion taken place in Westward Ho!	Leaflet to convince people how precious water is and how to conserve it.	Fieldwork Photo River (using online and own pictures from trip) with presentation – recorded talk.	Class debate- should people stay in Hiemaey?
	Vocabulary	Change, Observe Same, Different Journey, World, Countries	countryside dairy export farm free range harvest import pasture plantation rural season village	Continent Ocean Coast Island Cliffs Capes Tourism Coral reef Trading ports	Abrasion Hydraulic Action Deposition Meander Management River Slip Off Slope Cliff Leisure Recreation Tourism Recede Restoration Erosion	Pattern Non-renewable Epidemic Urban Reservoir River Virtual Renewable Disease Cholera Rural Mountain Consumption Sustainable	River Source Mouth Mid-Course Estuary Wildlife Meander	Crust Core Mantle Tectonic plate Archipelago Geothermal Precipitation Landscape Volcano Glacier Fjord Mid-Atlantic ridge
		SUMMER TERM **Where in the UK are we?**						
	Knowledge acquired (Location, Place, Human and Physical)	**Know that** we live in the United Kingdom. **Know how** South Molton & Westward Ho! are similar and different!						
	Big Ideas							
	Assessment/showcase	**So… Where in the UK are we?** Recall and present learning using the schema						
	Vocabulary	Capital City, United Kingdom Country, Devon, Map						