Progression in the Curzon C of E Primary School Geography Curriculum:

Summary

Our geography curriculum has been designed to be a 'progression model'. We have set out the specific knowledge we want children to learn, ordered it coherently and built in opportunities to check that children are remembering what they have been taught. This forms a progression model where children move from unit to unit, year to year, learning more and remembering more allowing them to make interesting connections both within and across subjects.

Within our approach, children will gain geographical expertise over time and will be asking and answering geographical questions with increasing sophistication as they move through the curriculum.

Pupils progress in geography through developing their substantive and disciplinary knowledge.

• Substantive knowledge means knowledge about the world around us. This includes locational knowledge, place knowledge and understanding, knowledge of environmental, physical and human geographical processes and geographical skills.

• Disciplinary knowledge is knowledge of the discipline of geography. This includes how experts within the discipline of geography work, how they ask and answer questions, research, and how they draw conclusions. For primary pupils this may involve asking geographical questions such as 'what is this place like?', 'why is this place like this?', 'how has this place changed?', and 'how are people affecting this place?'. Disciplinary knowledge also helps pupils to understand how substantive knowledge was generated and how knowledge within geography may have changed or will change over time. Substantive and disciplinary knowledge are used in combination when pupils are thinking and working geographically, for example when researching new places or conducting fieldwork.

Aims of our Curriculum

One of the core aims of our curriculum is to support pupils with securing geographical knowledge that enables them to build the foundations needed to meet the aims of the National Curriculum. The aims of the national curriculum for geography are designed to ensure all pupils:

Locational and place knowledge	Develop contextual knowledge of the location of places, seas and oceans including their defining physical and human characteristics.
Human and Physical Geography	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 over time.
Geographical Skills and Fieldwork	Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) – note using GIS is specific content in KS3. communicate geographical information in a variety of ways, including through maps and writing at length.

Locational and Place Knowledge

One of the aims of the National Curriculum for key stages 1-3 is that pupils should:

• Develop contextual knowledge of the location of places, seas and oceans including their defining physical and human characteristics. Our geography curriculum supports pupils to do this by:

1. Building 'locational understanding' across the curriculum

Each year from Year 1 to 6 studies a unit entitled 'Spatial Sense' at the beginning of each year. These units explicitly teach the knowledge and skills required to use a range of maps effectively. Each year, children learn and can do more, taking them from using simple maps and a key in KS1, to grid references, co-ordinates and relief maps in KS2. As the curriculum is meaningfully sequenced, children become more skilled at locating places around the world as they work through the curriculum, learning and remembering more over time. Children learn how to locate places in the spatial sense units. This helps them to develop locational knowledge of where places are, which they then add context to in the subsequent units, developing their place knowledge. For primary geography, we understand 'locational knowledge' as knowledge of how to locate specific places, then 'place knowledge' as the context added to that place, e.g. what it is like there. For example, I know that the Arctic Circle is in the most northern part of the Northern Hemisphere, and I know it would be very cold there because it is near the North Pole and very far from the equator. Very few people live there because of the harsh conditions.

2. Building 'place knowledge' over time

'Place knowledge' involves asking questions such as 'what is it like in this place?' Children learn about a broad range of places including their local area, the UK, Europe and the wider world as they work through the geography curriculum. They revisit these places throughout the curriculum, building knowledge over time. For example, in KS1 children learn about their immediate area, undertake simple fieldwork, look at simple maps and begin to use a key enabling them to describe their local area and locate key features within it. In KS2, children build on their knowledge of the local area and explore how it has changed over time. In upper KS2, children study the local area, undertake fieldwork and explore a local issue which includes gathering and analysing data. Children's place knowledge of the UK also builds over time; children study 'The UK' in Year 1, the 'British Isles' in Year 2, and then regions of the UK in Years 3, 4 and 5, before looking at how geographical issues impact the UK in Year 6. Children develop European place knowledge in Year 1 when they identify Europe as one of the seven continents. Following that, in Year 2 children focus on Northern Europe before studying Western, Mediterranean and Eastern Europe in Year 3 and 4. In these units, children are identifying key similarities and differences between the places they study. The curriculum progresses, supporting children's development of place knowledge and importantly allowing them to make connections and think geographically.

3. Making connections between local, national, European, and global geography to develop a sense of scale

Our geography curriculum has been designed to help children make more complex connections over time. Although children in primary school are just beginning to develop a sense of scale, for many adults the true scale of the world has still not been grasped. We have sequenced the content in the curriculum to support the development of a sense of scale over time. We do this by teaching children about local, national and European/World geography each academic year. When children switch between scales and repeat this over time, their local, national and global understanding develops as they make connections with previous learning.

Developing locational knowledge: How children make progress in their locational knowledge across the curriculum (including but not limited to the examples below)

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational knowledge	**Year 1** - Spatial Sense; children use aerial views to locate their school, look at maps of the local area, learn how to locate places on maps, use a compass and draw simple maps. Following this, children learn about the UK, locating its countries and capital cities and then study the Seven Continents using all their knowledge of compass directions, maps and globes to locate the continents and oceans. **Year 2** - Spatial Sense; building on knowledge from Year 1 children look again at the location of their school, draw maps, use maps to plan a route and identify locations on globes and world maps including the equator. Following this, children build on their knowledge of the UK to study the British Isles, locating key places using maps and atlases. Then, children build on their knowledge of continents to study Northern Europe, locating key physical and human features of this region.	**Year 3** - Spatial Sense; children are introduced to Ordnance Survey maps and their associated symbols. They learn how to use four and six figure grid references to locate places on a map. They undertake fieldwork in the local area which provides an opportunity to apply their locational knowledge. Following this, children use and develop their locational knowledge when studying Rivers, UK: The South West, Western Europe and Asia: China and India. **Year 4** - Spatial sense; building on knowledge from KS1 and year 3, children study globes and locate the Tropics of Cancer and Capricorn, they learn scale is used on maps, use and build their knowledge of grid references and apply locational knowledge of the local area when they study how their local area has changed over time. Following this, children use and develop their locational knowledge when studying Mediterranean Europe, Eastern Europe (including the location of Russia), UK: London and the South East, UK: Northern Ireland (where children learn key topographical features and land-use patterns) and Asia: Japan.	**Year 5** - Spatial Sense; children build on their knowledge from KS1 and lower KS2 to study longitude and latitude, the hemispheres, coordinates, scale and relief maps. Following this, children apply their locational knowledge when they study mountains, UK: East Anglia, Midlands, Yorkshire and Humberside, Australia, New Zealand and also when they undertake their local study. **Year 6** - Spatial Sense; building on all their previous locational knowledge, children look again at latitude and longitude, the Arctic and Antarctic circles, Prime Meridian, time zones and maps of the world. Following this, they apply their locational knowledge to study North America, South America and Africa focusing on environmental regions, countries and major cities.

Place knowledge: How children make progress in their specific place knowledge across the curriculum (including but not limited to the examples below)

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Place knowledge	**Year 1** – Place knowledge is woven throughout the curriculum. Children build understanding of what it is like in a place when they study Spatial Sense and focus on their local area and also when they study the UK and identify physical and human features of the countries of the UK. **Year 2** - Building on place knowledge from Year 1 children learn more about their local area in Spatial Sense, then they also learn more about the UK when they study The British Isles and compare their local area with Cape Town, South Africa (a region of a contrasting non-European country), before deepening their understanding of places in Northern Europe.	**Year 3**- Building on place knowledge from KS1, children will look at geographical similarities and differences when studying the geography of the South West of England. Children study coastal areas, landmarks and tourism, agriculture and climate before learning about how the region has changed over time. They build on their knowledge of Europe from KS1 and study Western Europe focusing in on countries, climate, trade and a comparison of London and Paris. In Year 3, children also study Asia: China and India, looking at location, human and physical geography, and landmarks. **Year 4** – Children continue to develop their local place knowledge in Year 4 by looking at maps of the local area and using grid references to identify key geographical features. Adding to their prior knowledge of the UK, children will focus on these regions: London and the South East and Northern Ireland. They build their European place knowledge, learning more about Mediterranean and Eastern Europe. Children also study Asia: Japan, adding to their knowledge of this continent and the diversity within it.	**Year 5** - Children further secure their place knowledge in Year 5 when they study UK Geography; East Anglia, The Midlands, Yorkshire and Humberside. Their prior knowledge of regions of the UK will support new learning in this unit, building place knowledge over time. Following this, children will study Australia and New Zealand and the South Pacific, both units exploring human and physical geography and developing a sense of place. Finally for Year 5, children undertake a local study, deepening their understanding of the geography of the local area and the challenges it poses for the people who live there. **Year 6** – Children's place knowledge develops further in Year 6 where they study British Geographical Issues, North America, South America and Africa. At this stage, children who have followed the curriculum will have made progress with place knowledge and should be able to identify and describe many contrasting places around the world.

Making connections: Local, British, European and World Geography

We have added our own local context to the geography curriculum. This helps children to develop knowledge and understanding of the specific geography of our local area. Children's understanding of the interconnection between local, British, European and world geography develops over time as children learn and remember more. Here are some examples of this in the geography curriculum:

	Local	British	World
KS1	Spatial Sense: My school site (fieldwork) my local area, key features of the local area	The UK: countries, capital cities, landscapes, key human and physical features	The Seven Continents: location and key features of each continent, oceans Northern Europe; countries, climate, migration
LKS2	Spatial Sense: The local area and how it has changed over time (fieldwork), grid references, co-ordinates	The UK: The South West, London and the South East, Northern Ireland	Western Europe, Eastern Europe, Mediterranean Europe Asia: China, India, Japan
UKS2	Local study: Fieldwork Study of a locally relevant geographical issue	The UK: East Anglia, Midlands, Yorkshire, Humberside	Australia, New Zealand, Mountains of the world, North America, South America, Africa

Human and Physical Geography

The National Curriculum for key stages 1-3 states that all pupils should: • 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 over time. Our geography curriculum supports pupils to do this by:

1. Developing knowledge of physical geographical features

The introduces children to a wide range of physical geographical features including, but not limited to, the examples below:

	KS1	LKS2	UKS2
Rivers	River Thames (London) Valleys and rivers (British Isles) Local rivers Related physical feature - Fjord (Northern Europe)	Indus River (India) River Ganges (India) River Po (Italy) Amazon River (South America) Volga (Russia) Danube (Central and Eastern Europe) River Nile (Africa) River Niger (Africa) River Severn (South West England) Children also learn about the River Nile in History- Ancient Egypt	Mississippi River (North America) River Darling (Australia) Amazon River (South America) Flooding in the UK – Year 6 British Geographical Issues
Mountains and related physical features	Scottish Munros Welsh Mountains Yorkshire Dales Mountains in Northern Europe	Himalayas (Asia) The Alps (Europe) Carpathian Mountains (Europe) Ural Mountains (Asia and Europe)	The Alps (Europe) The Himalayas (Asia) The Rockies (North America) The Andes (South America) Ethiopian

			Highlands (Africa) Mount Kilimanjaro (Africa)

2. Developing knowledge of human geographical features

The Curzon C of E curriculum introduces children to a wide range of human geographical features including, but not limited to, the examples below:

	KS1	LKS2	UKS2
Settlements	Capital cities of the countries of the UK; London, Cardiff, Edinburgh, Belfast. Capital cities of some of the countries in Northern Europe e.g. Copenhagen in Denmark	Cities, towns, villages, hamlets (Year 3 Settlements) The South-West: thatched cottages, Stonehenge, Bristol, Exeter, Plymouth, Bath, Bournemouth Western Europe: Paris, Berlin, Brussels, Vienna, Bern and Amsterdam Mediterranean Europe: Lisbon, Madrid, Rome, Athens, Venice Japan: Tokyo and Kyoto London and the Southeast: Canterbury, Brighton, London and Dover	Australia: Sydney, Brisbane, • Melbourne, Adelaide, Perth, Darwin and Cairns New Zealand and the South Pacific Islands: Christchurch, Wellington, Melanesia, Micronesia and Polynesia Ottawa (the capital city of Canada), Mexico City (the capital city of Mexico) and Washington DC (the capital city of the United States) Brasilia, Sao Paulo, Buenos Aires and Lima (South America) Mexico City, Anchorage, Washington DC
Landmarks	Aberdeen Harbour, Scotland Hadrian's Wall (old Roman border between Scotland and England), The Brandenburg Gate, Berlin, Germany; The Mannekin Pis in Brussels; Belgium, Oresund Bridge, between Denmark and Sweden (Northern Europe)	Golden Gate Bridge, San Francisco (Year 3 Spatial Sense) The South-West: Great Western Railway, Glastonbury Tor, Tintagel Castle Western Europe: Eiffel Tower, Paris, Big Ben, London	Humber Bridge and Ribblehead Viaduct, England (East Anglia, The Midlands, Yorkshire and Humberside) Machu Picchu (South America)

3. Understanding spatial variation over time

As children learn more about places around the world as they journey through our geography curriculum, they will, over time, understand how people's lives and landscapes vary. Spatial variation looks at the differences across the earth's surface, for example how population density varies, how food security varies etc. This understanding will grow as children encounter more places; they then have more background knowledge to draw upon when comparing places. An example of this would be looking at population density in Japan in Year 4, in Australia in Year 5 and in Brazil in Year 6. Each

time they look at the places where people live, they are considering why cities are located in particular places and why some areas of land are less suitable for people to live.

Organising concepts

We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together (Geographical Association, 2012). There is no definitive list of concepts in geography; as the world changes, the subject reflects those changes. But as the Geographical Association explained in 'Thinking Geographically' in 2012, concepts can be used to organise geographical knowledge to enable geographical thinking. A child's conceptual understanding during primary school is at a developing stage. They may only have encountered one or two contexts from which their understanding is beginning to grow. As they engage with more geography content and multiple contexts, then the importance of organising concepts becomes clear. A wide range of concepts are woven purposefully through the geography curriculum. For example, 'trade' is encountered when children study European geography and learn about what is grown and produced in different countries. It is encountered again when children study rivers and learn how people use rivers when trading, when they study Australia and learn about industry, and when they study globalisation and learn about global trade. Children also encounter this concept in History, for example, when they look at the British Empire. To understand a concept in a meaningful way, children need to return to it in many different contexts in the primary curriculum and beyond. We are not expecting primary children to fully master these concepts, but they will have a strong foundation of understanding from which to build as they enter KS3. Within the curriculum there are carefully chosen concepts explored in meaningful contexts. Children often encounter concepts again and again, learning more and remembering more each time they 'bump into' them in their geography studies. Revisiting these concepts enables children to build a deeper understanding over time.

	Examples of concepts that feature in our school geography curriculum
KS1	Map, symbol, local, union, mountains, valleys, coastline, continent, ocean, poles, equator, migration
LKS2	Direction, symbol, location, similarity, difference, urban, rural, village, town, city, transport, trade, travel, civilisation, irrigation, coastline, tourism, agriculture, climate, industry, desert, mountain, jungle, physical geography, human geography, scale, change over time, landscape, empire, tourism, flood, ocean current, lagoon, mountain range, marsh, wetland, life expectancy, population, literacy, conflict, refugee, typhoon, tropical storm, air mass, tectonic plate, volcano, earthquake, tsunami,
UKS2	Longitude, latitude, hemisphere, topography, scale, co-ordinate, contour, sea level, geology, fertile, crop, canal, viaduct, biodiversity, Aboriginal, colony, mine, biome, urbanisation, invasive species, elect, local council, fieldwork, volcano, geyser, tsunami, earthquake, Māori, plate boundary, native, island, time zone, map projection, tropics, air pollution, climate change, litter, waste management, biomes, irrigation, affordable housing, city planning, civilisation, empire, communication, farming, energy, economy, deforestation, desertification, food security, natural resources, commodity, poverty, famine, migration, industry, globalisation, social globalisation, political globalisation, economic globalisation, co-operation.

This table explores where some key organising concepts are revisited throughout the primary curriculum:

	KS1	LKS2	UKS2

Place	**Spatial Sense:** Children learn about their school site, what is located there, and how different places are used. **The United Kingdom**: Children study two units focussing on UK geography, one in Year 1 and another in Year 2. This helps children to gain more knowledge over time as they revisit and extend their learning. Northern Europe: Children learn about Northern European geography including; countries, climate, human and physical geographical features, animals and exploration.	**UK Geography:** Children study regions of the UK in lower KS2 including The Southwest, London and the Southeast, and Northern Ireland. They learn contextual information such as key locations within these regions, landscape and physical features, land use, and human activity e.g. agriculture and tourism. This develops their place knowledge further, so they know more about the UK as they continue their studies. **European Geography:** Children study Western Europe, Mediterranean Europe and Eastern Europe in lower KS2. Similarly to their studies of the UK, children look at key locations (European countries and their capital cities), climate, physical and human geographical features and other issues related to the particular places they are studying. **World Geography:** Children build on their understanding of the seven continents from KS1 and study Asia in lower KS2. Children learn about China and India in Year 3 and Japan in Year 4 building their place knowledge as they study different geographical aspects of these countries.	**British Geographical Issues:** This unit studies environmental issues in depth which relies on children's place knowledge that they've learned in previous years. For example, when exploring the issue of flooding, children need locational knowledge and place knowledge to identify where floods occur and to consider the possible impact of these on the landscape and the people who live there. **North and South America:** Continuing to develop children's world knowledge, these two units explore countries, key human and physical features, climate, biomes and environmental challenges. After studying these units, children are able to describe and explain the two continents in more depth, they can describe the landscapes found on the continents and can explain the impact human activity has on the environment (Mississippi River and the Amazon Rainforest). **Africa:** This unit is a very brief summary of the geography of a vast and diverse continent, and it is not required by the National Curriculum. At The Curzon, we have included this unit to provide some foundational place knowledge for future study. Children are introduced to key places within the continent including the Sahara Desert and the environmental issues faced by

			places such as food security in Madagascar.
Across all units; Children will understand that places are locations 'that have been named and given meaning by people, although these meanings may differ' (Geographical Association, 2012). Over time, as children work through the curriculum their place knowledge will develop as they describe and explain different places with increasing accuracy and depth. In simple terms, children will learn about more places and will learn more about those places.			
Diversity	**The Seven Continents** Children learn that the seven continents are diverse, e.g. Antarctica is very cold compared to where we live in Europe. **The UK and the British Isles** Children learn that the landscape in the UK is diverse e.g. Welsh coastline, Scottish mountains, farmland in the East of England.	**Settlements:** Children learn about different forms of settlement including hamlet, village, town and city. This helps children to understand the different ways in which people around the world live. **Western Europe:** Children are introduced to the concept of trade, they learn that different countries make and grow different goods e.g. France is known for cheese and wine, Belgium is known for chocolate. This helps them to understand how goods move around the world, and they will build on this understanding in upper KS2 when they study globalisation. **Mediterranean Europe:** Children learn about different fruit that grow in the Mediterranean e.g. oranges, lemons, limes and olives and discuss why we don't see these things growing as widely in England. They learn how the climate impacts on agriculture.	**UK Geography; East Anglia, Midlands Yorkshire and Humberside:** Within this unit children look at three contrasting areas of England and will understand that England's landscape is diverse. They learn about the flat farmland of East Anglia and contrast that with the steep hills of the Yorkshire Dales. **Australia:** Within this unit children learn about diversity in Australia in different contexts including biomes, climate, habitats, plants and animals. Children learn about biodiversity and the threats caused by introduction of invasive species. **South America:** Children learn about the diversity of this continent with a particular focus on landscapes when they learn about the Andes Mountains and the Atacama Desert.
Across all units: Each time children encounter a new region, landscape, physical or human geographical feature, they are developing an understanding of the diversity of our planet. They make connections between things that are similar and recognise differences as they learn and remember more.			
Interconnection	**The UK and the British Isles** In history, children learn that the United Kingdom is comprised of four	**Settlements:** Children learn how landscape and settlements are connected, building on the understanding that settlements were often	**Mountains:** When children learn about Otzi, the 5000-year-old body found in the Alps, they learn how connections between science and geography allowed

	countries that are joined in a 'union'. In geography they will learn more about the UK and how the countries are connected geographically. **Northern Europe:** Children will learn about animal migration and how the movement of animals is connected to the climate, changing seasons and how it also connects to human activity.	located near to a river as a source of water and transport. They will develop understanding that settlements have certain requirements for growth. **Western Europe:** Children learn how countries around the world are connected on many levels through trade. **Asia: China and India:** Children learn about the connection between physical and human geography when studying where cities are located in China and the link between population and rainfall.	experts to find out about his movements, diet, habits etc. **UK Geography: East Anglia, Midlands Yorkshire and Humberside:** Children learn how landscape and human activity are connected when they study agriculture in the East Midlands and when they look at the location of the Humber Bridge. They learn why people build bridges in particular locations. **Africa:** Children learn about the connection between climate, extreme weather and food security in Madagascar and the implications of this for people living there.
Across all units: As children move through the curriculum, they will begin to understand how people and the world around us are connected on many different levels and in many different ways. They will explore how climate and landscape affect human behaviours, for example where settlements and bridges are built, where particular crops are farmed, where tourists visit. More complex and interesting connections will be made as children learn and remember more over time.			
Environment	**The UK and the British Isles** As children learn about the UK, they will understand the environment as the natural world around us and will consider how human activity and the environment are linked e.g. where people farm. **Northern Europe:** Children will learn how the Sami have adapted to live in the polar environment in the Arctic Circle.	**UK Geography: The South West:** Children learn about the Eden Project and how many different environments are represented within it. They also learn about coastal erosion along the Jurassic Coast. **European Geography Units:** In each of the European geography units, children are building knowledge of climate and agriculture/land use which will help them to understand environmental issues going forwards. For	**Africa:** Children will learn about environmental factors affecting food security in some African countries including desertification, deforestation, drought, extreme weather, flooding. **New Zealand and the South Pacific Islands:** Children will learn about the environmental factors affecting populations in the South Pacific Islands including; climate change, sea level rise, whaling, overfishing, deforestation and waste management. **Local Study:** Children will learn that geographers

	In our Science curriculum children learn about the environment in 'Taking care of the earth' in Year 1.	example, when children learn about flooding and drought, they will understand how this might affect particular regions of Europe as they will know what grows there and how people rely on crops for food and trade.	undertake fieldwork, a focus of this work could be the environment. **Globalisation:** Children learn that critics of globalisation argue that it is causing environmental damage. **South America:** Children study the Amazon Rainforest and the threats posed by deforestation and the impact of this on the environment globally. **British Geographical Issues:** This unit focuses on environmental issues in Britain such as flooding, litter and air pollution. Children use their knowledge of the UK when studying how these issues affect different regions.
Across all units: As children work through the geography curriculum they will understand more about the environment and how human actions affect it. Each time children come across environmental regions, environmental challenges and possible solutions they will be gaining a deeper and richer understanding of this vital aspect of geography and will act as a strong foundation for future learning.			

Geographical Skills and Fieldwork

The National Curriculum for key stages 1-3 states that all pupils should be competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographica lInformation Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The Curzon C of E Geography Curriculum supports pupils to do this by providing opportunities for fieldwork as outlined below.

1.Experiences of fieldwork

Field work is the process of observing and collecting data about people, cultures, and natural environments. Procedural knowledge is necessary for effective field work. This needs to be explicitly

taught before the field work trips are arranged so that pupils can apply that knowledge. This ties into the local geography strand of our curriculum.

EYFS:

- **All About Me** – Walk around the school. Children learn to describe the location of key places within school using near, far, next to, further than.
- **Transport**: **Past & Present** - pupils go for a walk around the perimeter of the school and discuss the transport in their local area and their experiences of it.
- **Growing and Changing** - Pupils go for a walk outside to look closely at plants and trees. They collect leaves to study them as part of seasonal change. This helps to support their understanding of what grows in their local area.
- **Enrichment: Local school trips –** Pupils will begin to understand location and distance when they experience school trips, even if those trips are focussed on another curriculum area there are still valuable opportunities for local geography.

Year 1:

- **Spatial Sense** – walk around the perimeter of the school to identify what is located in the immediate area, building on knowledge from EYFS.

Year 2:

- **Spatial Sense** – walk around the perimeter of the school and then drawing a map of the school and learning about ordnance survey maps so their knowledge of symbols is increasing. Children are developing map skills and accuracy, building on their learning about the local area from previous years. Children locate and draw physical and human features of the local area. They use a map to plan a route and then they follow the route to a specific location.

Year 3:

- **Rivers** – This unit can be supplemented with fieldwork if a local river is an option. Children can study maps of the local river to find out its source, where it flows and can find out how the river is used. Conceptually this reinforces the pupils understanding of civilisations and settlements starting by main rivers.
- **Settlements** – This unit can be supplemented with fieldwork if there is a contrasting settlement or related relevant location that is possible to visit. E.g. as the school is located in a village, fieldwork in a local city would provide children with the opportunity to compare and contrast locations.

Year 4:

- **Spatial Sense** – Children study their local area and identify how it has changed over time. Fieldwork can be embedded meaningfully here, and children can look at maps and photographs from the past to identify how their local area has changed.

Year 5:

- **Local Study** – During the local study children visit the local area to take note of road names, local features and draw a sketch map. They plan to investigate a particular issue and gather data (qualitative and quantitative) to find out more about their issue before deciding how best to present the captured data (e.g. graph, table etc.)

Year 6:

- **British Geographical Issues** – within this unit children will focus on a local issue using maps to identify how this issue impacts their local area, then they can visit the local area to see the causes of the chosen issue first hand. Pupils then meet or write to a local councillor to discuss geographical issues pertaining to their local area.

2.Embedding opportunities to engage with geographical information

- Throughout our geography curriculum, children look at geographical information such as climate graphs, population density maps and relief maps. They gather their own data during the local study and use that data to draw conclusions about a chosen issue. Children make progress with their ability to engage with geographical information as the information they encounter becomes more challenging over time. In Year 2, for example, children look at a simple climate graph to find out average temperatures and quantities of rainfall across a year in a specific location in Northern Europe. In Year 6, children look at maps and graphs to explore issues such as flooding in the UK, and they also study maps and data relating to food security in Madagascar.
- Children will learn to use Geographical Information Systems (GIS) in KS3. Therefore, our curriculum has been planned to provide foundational learning by supporting children's understanding of the types of data geographers may encounter in their fieldwork and research.

3.Supporting pupils to communicate geographical information

- Within our geography curriculum, children have the opportunity to share geographical information in a number of ways including through writing at length, using data and maps in their written work, through drawing and annotating maps, and through oral presentations to peers or parents. This helps to develop children's disciplinary knowledge by supporting them with understanding how geographers communicate knowledge. The tasks in the unit plans are more demanding over time and the outcomes produced by the children will reflect progression.