



Intent for Geography

At Mary Bassett, geography lessons aim to broaden pupils' interest and exposure to the world and its people, inspiring curiosity and fascination that will continue for the rest of their lives. In line with our curriculum approach, pupils undertake focused units of learning beginning with local geography of our school and town to better understand themselves and their local environment before expanding to learn about less familiar places around the UK, Europe and the rest of the world as they progress through the curriculum.

Teaching and learning equips our 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 and how these are interdependent. In EYFS, pupils will develop skills within the seven key areas of learning whilst key stages 1 and 2 will focus learning on three key areas of; location knowledge; understanding place; and enquiry and skills aligning with the expectations and progression of the National Curriculum.

Geography Progression Map

Key skills	Year 1	Year 2	Year 3	Year 4
Location Knowledge	Pupils will develop their general geographical knowledge, beginning to understand the position and significance of key features locally but also in the UK and globally.		Pupils will continue to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	
	<ul style="list-style-type: none"> ● Know the four compass points NSEW ● Know what a continent is and I know I live in Europe. ● Name, locate and identify the countries and capitals of the UK. 	<ul style="list-style-type: none"> ● Know where in the world the North and South Poles and Equator are. ● Identify, name and locate the 7 continents. ● Name, locate and identify the 5 oceans. ● Name, locate and identify the seas surrounding the UK. 	<ul style="list-style-type: none"> ● Name, locate and identify key counties and cities of the UK. ● Identify, name and locate volcanoes and common earthquake sites in the wider world. ● Know the eight compass points N, S, E, W, NE, NW, SE, SW ● Begin to use four-figure grid references, symbols and key (including the use of OS maps) to build knowledge of 	<ul style="list-style-type: none"> ● Name, locate and identify countries across the World, focusing on Europe (including Russia) and North and South America. ● Know and identify 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

			the UK.	<p>Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> • Use compass points and four-figure grid references, symbols and key (including OS) to build their knowledge of the UK and the wider world.
Understanding Place	Pupils will learn about different geographical contexts and begin to make simple comparisons between them.		Pupils will become more adept at comparing places, and understand some reasons for similarities and differences.	
	<ul style="list-style-type: none"> • Identify daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) • Describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied). 	<ul style="list-style-type: none"> • Describe some differences between places near the equator and at the poles. • Compare places at a local scale (eg where I live and another place at a similar scale in a non-European country). • Recognise and describe simple 	<ul style="list-style-type: none"> • Describe geographical similarities and differences through the study of human and physical geography of England and another region of the UK. • Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. • Describe and 	<ul style="list-style-type: none"> • Describe geographical similarities and differences through the study of human and physical geography of England, a region in a European country, and a region within South America. • Describe and understand key aspects of physical geography, including: climate zones.

	<ul style="list-style-type: none"> • Talk about and describe my locality. 	<p>patterns in the environment (eg the variations in traffic during the day, seasonal changes).</p> <ul style="list-style-type: none"> • Identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles. 	<p>understand key aspects of human geography, including:</p> <ul style="list-style-type: none"> • types of settlement and land use, economics activity including trade links, distribution of natural resources including energy, food, minerals and water. • Begin to understand how the location of a country and its natural features can impact key aspects of human geography: land use, energy use, economic activity. 	<ul style="list-style-type: none"> • Identify different climate areas of the world (using globes and atlases) in relation to Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • Understand the position and significance of latitude, longitude and the Prime/Greenwich Meridian and time zones (including day and night). • Describe and understand key aspects of human geography, including: types of settlement and land use, economics activity including trade links, distribution of natural resources including energy, food, minerals and water.
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<p>Enquiry and Skills</p>	<p>Pupils will be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. Their relevant geographical vocabulary will develop.</p>		<p>Pupils will be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</p>	
	<ul style="list-style-type: none"> ● Use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world) ● Investigate the locality through fieldwork and make simple observations. ● Talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there). ● Ask and answer some questions to help investigate. 	<ul style="list-style-type: none"> ● Use atlases, maps and globes to identify and describe some features and places. Make and use simple maps and plans (paper and digital) to help investigate and compare places. ● Use aerial images to help describe what a place is like and locate key features. ● Read, use and make simple symbols on maps and diagrams (to help find out about places and share information). ● Investigate the locality through fieldwork and collect data to help describe and compare places. ● Use geographical vocabulary to ask and answer questions about places and give opinions. 	<ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, including volcanoes and earthquakes. ● Make and use maps and plans (paper and digital) to investigate and compare places and how a place may have changed over time. ● Use aerial images to describe what a place is like, locate key features and compare how a place may have changed over time. ● Read, use and make symbols on maps and diagrams (to investigate places and share information). ● Use fieldwork to 	<ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to name and locate the world's countries, major cities and their geographical regions. ● Use maps, plans and aerial images (paper and digital) to investigate and compare human and physical characteristics, key topographical features and land-use patterns of areas studied; and understand how some of these aspects have changed over time. ● Read, use and make symbols on maps and diagrams (to investigate and compare places before presenting findings to others).

			<p>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> <ul style="list-style-type: none"> • Using fieldwork and data collected to compare the locality with other regions of the UK and consider changes in the locality over time. • Use relevant geographical vocabulary to ask and answer questions about places and give opinions, justifying them. 	<ul style="list-style-type: none"> • 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. • Using fieldwork and data collected to compare the locality with other regions in a European and South American country; and consider changes in the locality over time. • Use relevant geographical vocabulary to ask and answer questions about places and give opinions, justifying them and understanding they may differ from other people.
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