Eden Park
Geography Intent
and
Progression Statements

Geography

Eden Park Intent

Growing hearts and minds – together

Geography at Eden Park will open our children's eyes to the diverse physical beauty of their locality. Through the curriculum, children will experience, at first hand, two National Parks, a rugged coastline, local rivers, estuaries and the North Devon Biosphere. Through an enquiry based curriculum, with a key focus on local fieldwork, they will develop a deep knowledge of place so they learn to value and appreciate the uniqueness of where they live and how they can look after their locality (citizenship). We want Eden Park children to be deeply curious about how physical and human events in the wider world and how these connect to their world.

We want Eden Park children to be deep critical thinkers, able to collect, analyse, interpret and communicate with a range of data gathered through fieldwork experiences. As they develop geographical enquiry skills, Eden Park children will actively search out differing viewpoints and bias, never taking 'facts' at face value.

At Eden Park, we immerse our children in geography through a knowledge-rich curriculum, giving them a progressive sense of place, moving from local to national to global. This will allow them to study diverse places, people and environments, so they develop a deep understanding of how physical and human geography interact, all taught within a flexible content that responds to the ever-changing world.

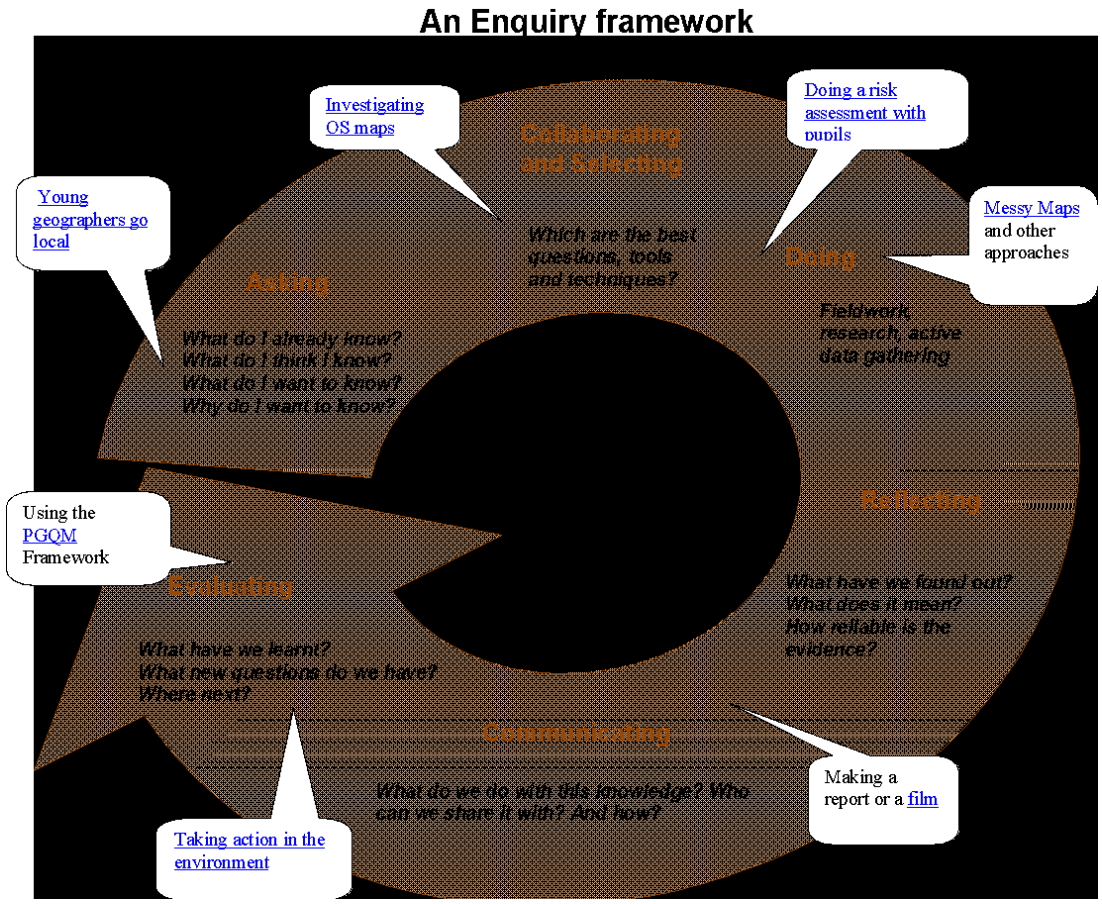
We want Eden Park children to see the complexities of geography. For example, for our KS1 children to understand that desert environments can be icy or in KS2 that mass migration brings challenges and opportunities and will require empowered citizens to find future solutions.

We actively teach children to use precise, geographical vocabulary, empowering them to communicate their geography thinking through hypothesising, explaining, drawing conclusions and critically evaluating.

Our children will use a range of appropriate mediums to communicate their geographical learning and enthusiasm for the subject to a range of audiences.

Overarching Aim: For our young people to be curious and fascinated about the human and physical world, their place within it and impact upon it.

Overview of Pedagogical Approach based around Geographical enquiry:



'Thinking as a Geographer' is supported through Geographical enquiry, an active process of investigation in which pupils are fully engaged. Enquiry work includes open-ended activities in which pupils are independently discovering things for themselves using their knowledge and skills. Teaching and learning is oriented towards answering questions, opening up problems and issues and moving towards general principles and solutions, with the teacher managing and organising an appropriate range of teaching and learning experiences.

A suitably-framed enquiry is the most powerful vehicle for developing geographical knowledge and understanding, and is not simply a 'bolt on' for skills development. An enquiry approach helps us to select suitable content and appropriate geographical questions in order to tackle an issue or theme in a distinctly geographical way. This approach can work at different scales in the classroom as well being used to frame one lesson or a whole unit of work. The starting point for many enquiries is the harvesting of ideas, thoughts and avenues of questioning through co-operative 'talking' activities in class.
There are many versions of an enquiry approach but it has a set of distinguishing characteristics (see diagram Margaret Roberts above).

'Core knowledge or context is important but where 'thinking geographically' (using and linking concepts) is a learning outcome, students develop the structures and skills to progress their own learning. Rather than 'covering' the subject, teachers support young people to develop conceptual understanding to organise, link, interpret and question geographical content. Students can link everyday experience with higher-level geographical thinking, develop explanations and think abstractly. Their own experiences and out-of-school or informal learning can be valued and integrated into their formal, school-based learning. In these ways the 'curriculum becomes one of "engagement" rather than one of "compliance"' (Geographical Association, 2012).

Geography Progression Statements by Year Group Enquiry

Year Group	Location and Place	Human and Physical Processes	Enquiry Skills
Early Years **My Local Area**	➢ Nursery - use prepositional language to describe place (e.g. under, over, beside, in) ➢ Talk about features of their own immediate environment (e.g. school, home, park, etc.) ➢ Name and discuss different places they know locally, nationally or worldwide.	➢ Understands change as being a difference over time. ➢ Can recognise changes in my environment. ➢ Know about key human features, including: city, town, village, shop, factory, farm, house, office.	**Asking** ➢ Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. **Mapping Skills** ➢ Look at and take photos of different places and use keywords to talk about them.

	➢ Suggest places they might like to visit worldwide and give reasons. ➢ Consider how environments may vary.	➢ Understand human geographical features are man-made. ➢ Ask simple questions about my immediate environment. ➢ Talk about the human features of my own immediate environment. ➢ Begin to identify simple similarities and differences in relation to different places/key human features in their locality – town/village/coast/rivers ➢ Makes simple links between human actions and impact on land/animals. ➢ Identify and use vocabulary for the different types of weather. ➢ To recognise that the world is made of both land and water. ➢ Comment and ask questions about either a real or virtual visit to the sea (Westward Ho!). ➢ Comment and ask questions about either a real or virtual visit to different land features such as mountains.	➢ Draw/paint simple pictures or maps to represent their immediate environment or made up places. ➢ Create a bird's eye view of their immediate environment (e.g. classroom). **Directions/Compass** ➢ To be able to use and follow simple directions, using simple positional language – forward, backward, up, down. **Collecting and recording** ➢ Visit and explore different places within their school and locality and describe what they see. **Observing** ➢ Closely observe what animals, people and vehicles do and use their senses to explore the world around them. **Analyse and Interpret** ➢ Answer how and why questions about their experiences. ➢ Be able to compare one thing to another (similarities and differences) **Communicating** ➢ Make choices about how to share learning (drawing, writing, making a model). ➢ Develop their own explanations by connecting ideas and events.

			➢ Build up vocabulary that reflects the breadth of their experience. **Evaluating** ➢ Be able to share a view or opinion.
Year 1/2 **Year A** **Why do people choose to live by the coast?**	➢ Identify the ~~4~~ countries of the UK. ➢ Explain the role of a capital city. ➢ Use a world map and globe to locate the UK. Understand that both a world map and a globe show the same things. ➢ Name and locate the world's seven continents and five oceans. ➢ Use a world map and globe to locate the continents and oceans and understand that both a world map and a globe show the same things. ➢ **Understand similarities and differences of a beach town/coastal area in North Devon and a coastal area in a contrasting country.** ➢ Name and locate their own village/town on a localised map. ➢ Identify the surrounding seas of the UK. ➢ Use a world map and globe to locate the UK. Understand that both a world map and a globe show the same things.	➢ Use basic vocabulary to refer to the features of a coast. ➢ Understand the difference between different sorts of places e.g. village, town and city. ➢ Name and describe UK coastal features (e.g. sea, beach, dunes, tide, and cliffs). ➢ Describe simple human and physical features about seaside resorts. ➢ Describe how seaside resorts have changed over time. ➢ Identify some advantages and disadvantages for living by the coast. ➢ Begins to make simple geographic connections that link to humans and their impact on the	**Asking** ➢ Begin to select relevant information from resources provided and use this information, and their own observations, to ask and respond to questions about places. ➢ Begin to ask questions about an area they want to find out more about, basing these on resources provided or their own observations. . **Mapping Skills** ➢ Look at and take photos of different places and use keywords to discuss the features. ➢ Look at aerial photographs to locate simple human and physical landmarks. ➢ Use photos taken to create a simple map/plot on a simple map. ➢ Make simple maps and plans using simple symbols and keys, beginning to discuss standard symbols. ➢ Read simple maps of the local area. **Directions/Compass** ➢ Use simple compass directions – North, South, East, and West.

	➢ Identify and discuss the difference between a village/town/city.	immediate environment e.g. tourism impact on a coastal town ➢ Be able to compare land use in the immediate coastal environment with a small area in a contrasting non-European country. ➢ Make simple observations about how people, places and features are similar and different over time. ➢ Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	➢ Use simple locational language (near, far, left, right, up and down). **Collecting and recording** ➢ To begin to use simple tally charts and tables to record the information they are collecting. **Analyse and Interpret** ➢ Use more than one source to build up an opinion of a question posed. ➢ Be able to compare two elements and identify similarities and differences. **Communicating** ➢ To communicate their findings using simple geographical language. ➢ To begin to use simple charts and tables to record the information they are collecting. **Evaluating** ➢ Be able to share a view or opinion and give one or more reasons to support this.
Year 1/2 **Year B** **Where do we live?** **Why is it important we look after where**	➢ Identify the ~~4~~ countries of the UK. ➢ Explain the role of a capital city. ➢ Use a world map and globe to locate the UK. Understand that both a world map and a globe show the same things. ➢ Name and locate the world's seven continents and five oceans.	➢ Use basic vocabulary to refer to the physical landscape of Devon – coast, sea, beach, dunes, tide, cliffs, countryside, fields, farm, village, town, city. ➢ Identify, understand the difference between different sorts	**Asking** ➢ Begin to select relevant information from resources provided and use this information, and their own observations, to ask and respond to questions about places. ➢ Begin to ask questions about an area they want to find out more about, basing these on resources provided or their own observations. . **Mapping Skills**

we live?	➢ Name and locate their own village/town on a localised map. ➢ Identify the surrounding seas of the UK. ➢ **Case Study - Understand similarities and differences of a rural town/village in North Devon and a rural town/village area in a contrasting country.**	of places e.g. village, town and city. ➢ Describe simple human and physical features about villages/towns/cities/coasts/countryside. ➢ Describe how villages/towns /cities have changed over time. ➢ Begins to make simple geographic connections that link to humans and their impact e.g. impact on a growing village/town. ➢ Identify some advantages and disadvantages for living in different areas (coastal, countryside, village/town/city) ➢ Be able to compare land use in immediate rural environment with a small area in a contrasting country. ➢ Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	➢ Look at and take photos of different places and use keywords to discuss the features. ➢ Look at aerial photographs to locate simple human and physical landmarks. ➢ Use photos taken to create a simple map/plot on a simple map. ➢ Make simple maps and plans using simple symbols and keys, beginning to discuss standard symbols. ➢ Read simple maps of the local area. **Directions/Compass** ➢ Use simple compass directions – North, South, East, and West. ➢ Use simple locational language (near, far, left, right, up and down). **Collecting and recording** ➢ To begin to use simple tally charts and tables to record the information they are collecting. **Analyse and Interpret** ➢ Use more than one source to build up an opinion of a question posed. ➢ Be able to compare two elements and identify similarities and differences. **Communicating** ➢ To communicate their findings using simple geographical language. ➢ To begin to use simple charts and tables to record the information they are collecting. **Evaluating** ➢ Be able to share a view or opinion and give one or more reasons to support this.

		➢ Make simple observations about how people, places and features are similar and different over time. ➢ Ask questions about how people, places and features are similar and different over time.	
KS2 Year A **Who are National Parks for?** **Human focus**	➢ Name and locate the area's main town and other key places in the area. ➢ Identify features of the nearest main town and use a detailed town map (with symbols and key) to locate features. ➢ Name and locate a range of counties and cities in the UK ➢ Use a map and atlas to locate a range of counties and cities in the UK ➢ Name and locate geographical regions of the UK and their identifying human and physical features (e.g. hills, mountains, coasts, rivers). ➢ **Case Study - Be able to locate both areas of study on a map and discuss distance between the two regions.**	➢ Name geographical regions of the UK (e.g. Exmoor/Dartmoor and another national park/biosphere) and their key physical geographical characteristics (e.g. hills, mountains, coasts, rivers). ➢ Be able to describe and understand key human aspects of North Devon (types of settlements, land use). ➢ Understand how human processes create patterns and impacts on the physical world. ➢ Ask questions about how human geographical processes change landscapes and places over time. ➢ Give reasons for these changes. ➢ Consider how and why settlements have developed.	**Asking** ➢ To ask geographical questions and respond to others, offering their own ideas. ➢ Begin to use skills and sources of evidence to respond to a range of geographical questions. **Mapping** ➢ Begin to explore atlases, globes and world maps on a variety of scales. ➢ Understand what scale is and begin to use this to calculate distances. ➢ Make plans and maps using standard symbols and keys. ➢ Use digital computer mapping to begin to understand the features studied. **Directions/Compass** ➢ Begin to use an 8-point compass. ➢ Begin to use 4 figure grid references. ➢ Use the 8-points of a compass to relate countries to each other. **Collecting and recording**

		➢ Studying a region in Devon (e.g. Exmoor/Dartmoor) and a region globally. ➢ To begin to understand how population growth changes over time. ➢ Understand how physical geographical features affect human land-use patterns and human settlements. ➢ **Case Study - Be able to identify and discuss these through studying a region of the United Kingdom and another region globally**. ➢ Understands the cause and effect (link History) of an event in one region or area that affects another area e.g. a change in land use from rural to city can affect traffic congestion in adjoining areas. ➢ Understand that people's choices have different impacts on their local area which can have a global effect too.	➢ Use aerial photos, pictures and videos. ➢ To use a range of methods to record the information they are collecting (this will depend on enquiry question) ➢ To choose a method of data collection from a given list. ➢ Understand and explain why their selected method of data collection has been chosen. **Analyse/interpret** ➢ (Begin to) analyse data (either existing or collected) and make simple conclusions. ➢ Combine sources/ findings to draw simple conclusions. ➢ Be able to compare two or more elements, identify similarities and differences and express an opinion on the different elements. ➢ Compare and summarise data from the two regions (i.e. population, temperature, etc.). **Communicate** ➢ Begin to understand why the chosen method of communicating learning has been selected and start to reflect on why this would be appropriate for the audience. ➢ Beginning to communicate their findings using increasingly technical geographical terms. **Evaluate** ➢ Be able to share findings, views or opinions and explain your reasoning using specific sources of information to support your opinion. ➢ Offer reasons for some of their observations and judgements about places.

KS2 Year B **Are all rivers the same?** **Why do all rivers lead to the sea?** **Physical focus**	➢ Name and locate the area's main town and other key places in the area. ➢ Identify features of the nearest main town and use a detailed town map (with symbols and key) to locate features. ➢ Name and locate a range of counties and cities in the UK ➢ Use a map and atlas to locate a range of counties and cities in the UK. ➢ Name and locate geographical regions of the UK and their identifying human and physical features (e.g. hills, mountains, coasts, rivers). ➢ Be able to locate both areas of study on a map and discuss distance between the two regions.	➢ Understand that rivers start on high ground and move in one direction. ➢ Use correct vocabulary to refer to the features of a river. ➢ List some of the features of a river's course. ➢ List the main events in the water cycle. ➢ Identify some advantages and disadvantages for different uses of a river. ➢ Begins to make geographic connections that link to humans and their impact on the immediate environment. ➢ **Case Study - Be able to compare land use around the river in their immediate environment with a small area in a contrasting non-European country.** ➢ Understand how human processes create patterns and	**Asking** ➢ To ask geographical questions and respond to others, offering their own ideas. ➢ Begin to use skills and sources of evidence to respond to a range of geographical questions. **Mapping** ➢ Begin to explore atlases, globes and world maps on a variety of scales. ➢ Understand what scale is and begin to use this to calculate distances. ➢ Make plans and maps using standard symbols and keys. ➢ Use digital computer mapping to begin to understand the features studied. **Directions/Compass** ➢ Begin to use 4 figure grid references. ➢ Use an 8-point compass. ➢ Use the 8-points of a compass to relate countries to each other. **Collecting and recording** ➢ Use aerial photos, pictures and videos. ➢ To use a range of methods to record the information they are collecting (this will depend on enquiry question) ➢ To choose a method of data collection from a given list. ➢ Understand and explain why their selected method of data collection has been chosen.

		impacts on the physical world – uses around a river/settlements. ➢ Ask questions about how geographical processes change landscapes and places over time. ➢ Understand how physical geographical features affect human land-use patterns and human settlements. ➢ Be able to identify and discuss these through studying a region of the United Kingdom and another region globally. ➢ Understand that people's choices have different impacts on their local area, internationally and globally.	**Analyse/interpret** ➢ Analyse data (either existing or collected) and make simple conclusions. ➢ Combine sources/ findings to draw simple conclusions. ➢ Be able to compare two or more elements, identify similarities and differences and express an opinion on the different elements. ➢ Compare and summarise data from the two regions (i.e. population, temperature, etc.). **Communicate** ➢ Begin to understand why the chosen method of communicating learning has been selected and start to reflect on why this would be appropriate for the audience. ➢ Beginning to communicate their findings using increasingly technical geographical terms. **Evaluate** ➢ Be able to share findings, views or opinions and explain your reasoning using specific sources of information to support your opinion. ➢ Offer reasons for some of their observations and judgements about places.
KS2 Year C **How have rivers shaped North Devon and how can they shape**	➢ Name and locate nearby villages, towns and cities in North Devon/Devon and the contrasting study using a range of maps (including digital).	➢ Compare the features of a river at different points along its course.	**Asking** ➢ Use geographical knowledge, skills and sources of evidence to respond to a range of geographical questions. ➢ To begin to ask critical questions based around geographical knowledge and curiosity.

our future? **Human focus**	➢ Identify and locate significant landmarks in the local area. ➢ Use standardised (OS) symbols to identify significant landmarks on a map. ➢ Use maps, atlases and digital/computer mapping to understand how geographical regions of the UK have changed over time. ➢ Name and locate countries of the world concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ➢ Use maps, atlases and a globe to locate a range of countries around the World and physical geographical features (rivers).	➢ Understand how the distribution of water affects the lives of people. ➢ Identify some advantages and disadvantages for different uses of a river. ➢ Identify possible future impacts of river use. ➢ Know how the services and resources available in different localities affect the lives of the people. ➢ **Case study - Be able to identify and discuss these through studying North Devon/Devon and another region globally.** ➢ To understand the interaction of human land use on physical geography, e.g. ➢ Understand how geographical regions of the UK have changed over time (human and physical features, topological features and land-use patterns). ➢ Understand how some human processes make changes that are irreversible and reversible (link science).	**Mapping** ➢ Read and make plans and maps using a greater range of symbols and keys accurately. ➢ Begin to use digital computer mapping to describe the features studied. ➢ Understand and use scale to work out distance between your local and global study area. ➢ Begin to select an appropriate scale for maps. ➢ Be able to select an appropriate map for a purpose (larger scale vs smaller scale). **Directions/Compass** ➢ Use the 8 points of the compass. ➢ Use 4/6 figure grid references and be able to go between these depending on which is the most appropriate (Y6). . **Collecting and recording** ➢ Observe and record human and physical features in the local area using a range of methods (e.g. sketch map, table, tally chart, photos). ➢ To select the most appropriate method to record information. **Analyse/interpret** ➢ Analyse maps and charts (either from existing data or created through fieldwork data) to support arguments and justify their conclusions.

		➢ Understands the cause and effect (link History) of an event in one region or area that affects another area and the connectivity and relationships of features.	➢ Begin to look at and interpret sources/ findings critically by identifying bias and accuracy to help you reach conclusions. ➢ Be able to compare and contrast multiple elements and begin to identify that different opinions are held. **Communicate** ➢ Be able to select appropriate methods of communicating learning considering audience and purpose. ➢ Communicate their findings using increasingly technical geographical terms. **Evaluate** ➢ Be able to share an opinion, explain reasoning, critically reflect on reliability and start to give counter arguments using factual information. ➢ Begin to suggest improvements to data collection.
KS2 Year D **Should special places be protected? (A study of Lundy)** **Physical focus.**	➢ Name and locate nearby villages, towns and cities in North Devon/Devon and the contrasting study using a range of maps (including digital). ➢ Identify and locate significant landmarks in the local area. ➢ Use maps, atlases and digital/computer mapping to understand how geographical regions of the UK have changed over time.	➢ To understand different physical features studied in our local area and how they are interconnected – rivers, coasts and biosphere/National parks ➢ To understand the interaction of human land use on the North Devon biosphere/Exmoor and Dartmoor national parks.	**Asking** ➢ Use geographical knowledge, skills and sources of evidence to respond to a range of geographical questions. ➢ To ask critical questions based around geographical knowledge and curiosity. **Mapping** ➢ Read and make plans and maps using a greater range of OS symbols and keys accurately.

	➢ Name and locate countries of the world concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ➢ Use maps, atlases and a globe to locate a range of countries around the World and physical geographical features (protected areas/AONB/Biosphere/National Parks).	➢ To understand how population growth impacts local and global resources. ➢ Understand how the distribution of natural resources (e.g. water) affects the land use and settlements. ➢ Describe and reflect on the positive and negative effects tourism has on an area. ➢ **Case Study - Be able to identify and discuss these issues and connections through studying a region of the United Kingdom and another region globally**. ➢ Understands the cause and effect (link History) of an event in one region or area that affects another area e.g. a change in land use from rural to city can affect traffic congestion in adjoining areas. ➢ Understand how some human processes make changes that are irreversible and reversible (link science). ➢ Understand how physical geographical features affect human land-use patterns and human settlements.	➢ Begin to use digital computer mapping to describe the features studied. ➢ Understand and use scale to work out distance between your local and global study area. ➢ Begin to select an appropriate scale for maps. ➢ Be able to select an appropriate map for a purpose (larger scale vs smaller scale). **Directions/Compass** ➢ Use the 8 points of the compass. ➢ Use 4/6 figure grid references and be able to go between these depending on which is the most appropriate (Y6). **Collecting and recording** ➢ Observe and record human and physical features in the local area using a range of methods (e.g. sketch map, table, tally chart, photos). ➢ To select the most appropriate method to record information. **Analyse/interpret** ➢ Analyse maps and charts (either from existing data or created through fieldwork data) to support arguments and justify their conclusions. ➢ Interpret sources/ findings critically by identifying bias and accuracy to help you reach conclusions.

		➢ Understand that people's choices have different impacts on their local area, internationally and globally.	➢ Compare and contrast multiple sources of data and begin to identify that different opinions are held. ➢ Be able to discuss the different viewpoints and why they are held. **Communicate** ➢ Be able to select an effective and appropriate method of communicating learning including use of technical geographical language, showing a consideration for audience and purpose. **Evaluate** ➢ Be able to share an opinion, explain reasoning, critically reflect on reliability and respectfully present counter arguments using factual information. ➢ Be able to identify the counter opinion and critically analyse reliability. ➢ Suggest improvements to data collection.

Progression Statements across Year Groups

Key Conceptual Understanding			
Conceptual Understanding *revisited in a range of contexts*	**Early Years**	**KS1**	**KS2**
1.Sense of Place (locality)	Understand key features of North Devon. Asks questions about the changes in their own locality. Understanding where places in their locality are in relation to one another, e.g. home, school, shop.	➢ Understand key physical characteristics of their local area (coasts, rivers and national parks/biosphere). ➢ Understanding of different sorts of places (link to human geography), e.g. what is a village, town, city?	➢ Understand that the physical and human features of North Devon are important in shaping their local environment. ➢ Understand how key geographical processes have changed the landscape of North Devon over time.
2. My place in the wider world.	➢ Understand that countries make up the world and we live in one of them. ➢ Begin to understand that not all countries are the same as ours. ➢ Begin to understand that other people in the world live differently to how we live.	➢ To understand their place in the wider world (e.g. as part of Great Britain/ Europe/ the world, where they are on the globe). ➢ Be able to make simple comparisons between their locality and other places in the wider world. ➢ Be able to make simple comparisons between a physical/human feature in their locality and the same feature in the wider world. o Have a basic knowledge of what their locality is like and a basic understanding of how this is same/different to a contrasting country.	➢ Understand how physical geographical processes are the same/different worldwide and be able to compare and contrast this to the physical geographical process in their locality. ➢ Understand how human impact affects the physical processes differently around the world and be able to give reasons for why they are impacted differently.

3. Interconnectedness/interactivity	➢ Makes links between human actions and how the local, physical environment allows this e.g. farming.	➢ Begins to make simple geographic connections between physical processes and human impact e.g. rivers and settlements ➢ Begin to understand how humans impact the physical environment and vice versa. .	➢ Understand how the physical features of North Devon are interconnected with each other. ➢ Understand how human and physical features of an area are interconnected and both impact each other. ➢ Understand how some changes have irreversible and reversible impacts (link science). ➢ Understands the cause and effect (link history) of an event in one region or area that affects another area and takes a look at the connectivity and relationships of features. For example, a change in land use from rural to urban can affect flooding).

Enquiry Skills				
	EYFS	**KS1**	**Lower KS2**	**Upper KS2**
ASKING What makes a good geography question?	Comment and ask questions about aspect of their familiar world such as the place where they live or the natural world.	Begin to create their own basic enquiry questions (using a model) which they want to find out more about.	To create their own simple enquiry question.	To develop their own considered enquiry questions.
SELECTING TOOLS AND PROCESSES (& Collaboration) Which are the best tools and processes to help us answer our geography question?	Choose tools to help them/ for a particular purpose.	Choose tools and processes that will help to answer the question.	Begin to decide which sources, tools and processes they might need to develop and answer their own questions/enquiries.	To decide which sources, tools and processes would help to give them a balanced and well supported response.
Mapping skills	Look at and take photos of different places and using key words to talk about them. Draw simple maps from stories or made up places or a bird's-eye view of their desk/play area.	Look at and take photos of different places and use key words to discuss the features. Read and make simple maps of the local area Devise a simple map and key. Make simple maps and plans.	Begin to explore atlases, globes and world maps on a variety of scales. Make plans and maps using symbols and keys. Digital computer mapping to begin to describe the features studied.	Read and make plans and maps using a greater range of symbols and keys (including contours) accurately. Be able to select an appropriate scale for maps. Make appropriate choices when using digital computer mapping to begin to describe the features studied.

Directions/Compass	To be able to follow simple directions – forward, backward. Simple positional language.	Simple compass directions – N, S E, W Simple locational language (near, far, left, right, up and down).	Begin to use 4 figure grid references and an 8-point compass.	Use the 8 points of the compass. 4/6 figure grid reference for UK and wider world.
Collecting and recording data/information/ Research	Visit and explore different places within their school and locality and describe what they see.	Use observational skills to study the geography of their schools and it grounds. Use simple atlas and world maps to identify countries including the UK, continents and oceans. To begin to use simple tally charts to record the information they are collecting.	Use aerial photos/ pictures. Plan with data collection steps and strategies for an enquiry. Use increasingly complex atlas and world maps to identify countries including the UK, continents and oceans. To use a range of methods to record the information they are collecting.	Observe and record human and physical features in the local area using a range of methods. Use increasingly complex OS, atlas and world maps to identify countries and topographical features including the UK, continents and oceans. To select the most appropriate method to record information.
Observing/investigating	Closely observe what animals, people and vehicles do and use their senses to explore the world around them.	Look at aerial photographs to locate simple human and physical landmarks.	Begin to analyse and make conclusions e.g. Making comparisons between locations.	Analyse maps and charts to support arguments and justify their conclusions.
Links to Maths/science	Links to the Wider World. Transport.	Measure Co-ordinates. Tally charts/Bar Graphs.	Measure straight line distances with appropriate scale. Bar & Line Graphs.	Measure Co-ordinates. Line Graphs & comparisons. Planning an experiment. Be able to differentiate between mathematical co-ordinates and geographical grid references.

Reflecting: **ANALYSE/INTERPRET** What is this telling us? What conclusions? What is the veracity of our Evidence/Proof?	Answer how and why questions about their experiences.	Use more than one source to build up an opinion of a question posed.	Select, interpret and combine sources/ findings to draw simple conclusions in relation to question posed.	Begin to look at and interpret sources/ findings critically by identifying bias and accuracy to help you reach conclusions.
	Be able to compare one thing to another.	Be able to compare two elements and identify similarities and difference.	Be able to compare two or more elements, identify similarities and differences and express an opinion on the different elements.	Be able to compare and contrast multiple elements and begin to identify that different opinions are held.
COMMUNICATING How best to communicate?	Make choices about how to share learning. Develop their own explanations by connecting ideas and events. Build up vocabulary that reflects the breadth of their experience.	Begin to choose different and appropriate ways of communicating learning/ findings. To communicate their findings using simple geographical language.	Be able to select an appropriate method of communicating learning considering audience and purpose. Beginning to communicate their findings using increasingly technical geographical terms.	Be able to select and compare appropriate methods of communicating learning considering audience and purpose. Communicate their findings using increasingly technical geographical terms.
EVALUATING What have we learned? What do we want to learn next? Our next questions? How reliable is what we have learned?	Be able to share a view or opinion.	Be able to share a view or opinion and give one or more reasons.	Be able to share findings, view or opinion and explain your reasoning.	Be able to share an opinion, explain reasoning, critically reflect on reliability and respectfully refute counter arguments using factual information.

Location Knowledge

Geography National Curriculum Programmes of Study and the school's own curriculum are applied by schools according to their preferred Curriculum rationale. They will study location, place, physical and human geography but will decide the contexts in which this knowledge is applied and when the enquiry and conceptual skills above are revisited.

KS1 Contexts:	**KS2:**	**KS3:**
i. Pupils should develop knowledge about the world, the United Kingdom and their locality.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.	. Pupils should 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.

	EYFS	KS1	Lower KS2	Upper KS2
Local	Talk about features of their own immediate environment (e.g. school, home, park, etc. -Draw/paint pictures to represent places in their own immediate environment.	Name and locate their own village/town. -Use a localised map to locate own village/town - Take photos of key places in the village/town and plot on a simple map.	Name and locate the area's main town and other places in the area. -Use an Ordnance Survey map to locate the main town and other places. Identify features of the nearest main town. -Use a detailed town map to locate features. - Study a town map with symbols and a key.	Name and locate nearby villages, towns and cities. -Use a range of maps (including digital) to locate villages, towns and cities in the region. Identify and locate significant landmarks in the local area. -Use standardised (OS) symbols to identify significant landmarks on a map. -Use four figure and six figure grid references to locate landmarks.

UK	Name different places they know. -Discuss places they have visited. - Answer questions 'What was it like there?' 'What did you see?'	Identify the 4 countries of the UK, their capital cities, characteristics and surrounding seas. -Use a world map and globe to locate the UK. -Identify the four countries and label the capital cities. -Explain the role of a capital city and form opinions on how this affects population size.	Name and locate a range of counties and cities in the UK -Use a map and atlas to locate a range of counties and cities in the UK -Identify and label counties and main cities - Understand the scale of a UK map to calculate distances between counties and cities. Name and locate geographical regions of the UK and their identifying human and physical characteristics and key topological features (e.g. hills, mountains, coasts, rivers). -Use maps and an atlas to find out about the geographical regions of the UK and their characteristics. - Consider how and why settlements have developed.	Understand how geographical regions of the UK have changed over time (human and physical features, topological features and land-use patterns). - Use maps, atlases and digital/computer mapping to understand how geographical regions of the UK have changed over time. -Study photographs of three different locations in the UK and ask questions, 'How was the land used in the past?' 'What made it change?' 'How may it continue to change?'.
World	Name places around the World. -Talk about which places they know worldwide. - Suggest places they might like to visit worldwide and give reasons.	Name and locate the world's seven continents and five oceans. -Use a world map and globe to locate the continents and oceans and understand that both a world map and a globe show the same things.	Name and locate countries of the World with a focus on Europe (inc. Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Name and locate countries of the world with a focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

		-Label the continents and oceans on a paper map. -Use simple compass directions (North, South, East and West) to describe locations on a map.	-Use maps, atlases and a globe to locate a range of countries in Europe, including Russia. - Locate European capital cities, major rivers, mountains and landmarks. -Look at environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil, etc). - Study photos of different parts of Europe and suggest where they may be, based on known landforms (i.e. top of a mountain could be the French Alps as this is known to be a mountainous area). - Match key landmarks to the country and make suggestions as to how landmarks affect a country (i.e. the Eiffel Tower in Paris generates a lot of revenue through Tourism). - Use the eight-points of a compass to relate countries to each other. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic circle.	-Use maps, atlases and a globe to locate a range of countries around the World, the main mountain ranges and longest rivers. -Locate major cities of the World and discuss similarities and differences between some of these - Investigate the environmental regions of the World with a focus on North and South America and compare and contrast these. Identify the position and significance of latitude and longitude. -Use maps, atlases and globes to understand latitude and longitude. Identify the position and significance of the Prime/Greenwich Meridian and times zones, including day and night). -Use a world map to identify Prime/Greenwich Meridian and times zones and consider time differences around the world, including day and night.

			-Use maps, atlases and a globe to locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic circle. -Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. - Critically study photographs to decide whether they were taken close to the Equator or further away. -Understand the seasonal differences between the northern and southern hemispheres.	
Similarity and Difference Link to key concept above	Consider how environments may vary. -Talk about what is similar and different between places.	Understand similarities and differences of a small area of the UK and a small area of a contrasting non-European country. Locate both areas on a map Study pictures and videos of the two contrasting locations. Ask geographical questions e.g. What is it like to live in this place? How is this place	Understand the similarities and differences (both human and physical) of a region of the UK and a region of a European country. -Locate both areas on a map and discuss distance between the two regions. -Study pictures, videos and other sources to identify similarities and differences between the two regions.	Understand the similarities and differences (both human and physical) of a region of the UK and a region of North or South America. -Locate both regions on a map and use the scale to calculate approximate distance. -Locate key human and physical features of the region in North or South America and relate these features to the locality (e.g. population size near tourist

		different to where I live? Etc. -Study pictures of the localities in the past and present and ask, 'How has it changed?' Draw and label pictures to show how places are different. Express own views about a place, people and environment and give reasons to support likes, dislikes and preferences.	-Identify the main trades and economy in the two regions and compare. - Compare and summarise data from the two regions (i.e. population, temperature, etc).	landmarks/rivers, transport links to mountains). -Locate man-made features and reflect on the importance of the tourism industry in these areas.

Physical Features and Processes				
	EYFS	**KS1**	**Lower KS2**	**Upper KS2**
Weather/Climate	Identify and use vocabulary for the different types of weather.	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	Identify and describe key aspects of the world's climate zones and biomes.	Explain how latitude affects the climate of a region. Compare and contrast the climate of a given location and where they live. Describe the significance of the equator, tropics and poles.

				Explain the difference between weather and climate.
Water Cycles/Rivers	To identify the difference between the sea/ocean and a river.	Understand that rivers start on high ground and move in one direction. Use basic vocabulary to refer to the features of a river.	List the main events in the water cycle. List some of the features of a river's course. Identify some advantages and disadvantages for different uses of a river.	Compare the features of a river at different points along its course. Explain how meanders are formed. Describe how waterfalls are formed. Explain how the water cycle is a closed system.
Earth formation (e.g. volcanoes, tsunamis)	To recognise that the world is made of both land and water.	Identify different types of natural phenomena that occur on land and sea.	Identify how and why natural phenomena occur and the ways in which they affect people and the environment. Describe the properties of the earth's layers.	Identify how fault lines in the Earth's crust move to create mountains. Describe how pressure from magma under the Earth's surface creates dome mountains.
Coasts (incl. erosion & different types)	Comment and ask questions about either a real or virtual visit to the sea.	Describe simple human and physical features about seaside resorts. Describe how seaside resorts have changed over time.	Name and describe features of a coastline and some famous UK coastal features. Describe some ways that weather can change the coastline.	Name different types of weathering and describe how physical, chemical and biological weathering changes rocks. Explain how coastal features are formed Describe how a coastline might have looked in the past.
Topographical features (incl. mountains)	Comment and ask questions about either a real or virtual visit to different land features such as mountains.	Describe physical features about the continents of the world.	Identify a valley and the summit, foot and the slope of a mountain.	Describe what a hill might look like based on its contours. Identify the key features of a mountain/mountain range: outcrop;

				the ridge; the tree line and the snow line. Identify plateaus.

Human Features and Processes				
	EYFS	**KS1**	**Lower KS2**	**Upper KS2**
Change (see concepts)	Understands change as being a difference over time. Ask simple questions about changes in locality. Can recognise changes in my environment.	Make simple observations about how people, places and features are similar and different over time. Ask questions about how people, places and features are similar and different over time. Give simple reasons for these changes.	Understand how human processes create patterns and impacts on the physical world. Ask questions about how human geographical processes change landscapes and places over time. Give reasons for these changes.	Understand how some human processes make changes that are irreversible and reversible (link science).
Population	Ask simple questions about people in my immediate environment. Know about similarities and differences between themselves and others, and among families, communities and traditions.	Understand similarities and differences of people in relation to different places – studying a small area of the United Kingdom and a small area in a contrasting non-European country. Know that different cultures in different	Be able to describe and understand key human aspects of a selected locality (types of settlements, land use). Studying a region of the United Kingdom and a region globally.	Know how the services and resources available in different localities affect the lives of the people. Understand how the distribution of natural resources including energy, food, minerals and water affect the lives of people.

		localities have different housing and social rules.	To begin to understand how population growth changes over time.	Studying a region of the United Kingdom and a region globally. To begin to understand how population growth changes over time and impacts on local and global resources.
Settlements & Land Use	Know about key human features, including: city, town, village, shop, factory, farm, house, office. Understanding human geographical features are man-made. Ask simple questions about my immediate environment. Talk about the human features of my own immediate environment. Begin to identify simple similarities and differences in relation to different places/key human features.	Understand the difference between different sorts of places e.g. village, town and city. Know about how land and buildings are used in particular localities e.g. different cultures in different localities have different housing and social rules. Be able to compare land use in immediate environment with a small area in a contrasting non-European country.	Understand how physical geographical features affect human land-use patterns and human settlements. Be able to identify and discuss these through studying a region of the United Kingdom and another region globally.	Understand how the distribution of natural resources including energy, food, minerals and water affects the land use and settlements. Be able to identify and discuss these through studying a region of the United Kingdom and another region globally. To understand the interaction of human land use on physical geography, e.g. *Identify the advantages and disadvantages of building a dam.* *Describe the positive and negative effects of tourism mountains have on an area.*

Migration	Understand that people move and simple reasons why someone might move. Know that people move within and out of the country.	Know that migration means movement from one region to another. Understand that people may move due to choice or force. Articulate these reasons why they might move.	Understand the human geographical process of migration. Asks questions about how these change landscapes and places over time.	Understand the movement of people in relation to geographical constraints, both human (e.g. economy, resources, war), and physical (e.g. weather, drought, flooding).
Trade	Understand what buying or selling or swapping (trade) means.	Understand that trade happens globally as well as locally. Give suggestions of what might be traded.	Begin to understand global and local trade routes including different types of transport and its impact. Give reasons why certain commodities are traded globally and locally.	Understand the different transport routes and impacts of world trade and the movement of goods in relation to geography constraints.
Interconnectedness (see concepts – impact on environment/pollution/biomes/ecosystems)	Makes simple links between human actions and impact on land/animals.	Begins to make simple geographic connections that link to humans and their impact e.g. recycling and impact of waste on humans/settlements. Understand that people's choices have different impacts on their locality.	Understands the cause and effect (link History) of an event in one region or area that affects another area e.g. a change in land use from rural to city can affect traffic congestion in adjoining areas. Understand that people's choices have different impacts on their local area, internationally and globally.	Understands the cause and effect (link History) of an event in one region or area that affects another area and the connectivity and relationships of features e.g. a geographical event such as drought may affect migration.