

Geographical
Enquiry

Physical
Geography

Human
Geography

Locational
and Place
Knowledge

Geographical
Skills and
Fieldwork

Loughborough Primary School Geography Progression Document

Geography at Loughborough Primary School		
Intent	Implementation	Impact
What we do	How we do it	How we assess it
Loughborough Primary School's geography curriculum is designed to teach learners geographical knowledge (disciplinary, substantive and procedural) and skills through structured and sequenced lessons. Geography at Loughborough Primary follows the National Curriculum giving our children opportunities to explore their surroundings, communities and wider geographical issues through engaging lessons coupled with exciting opportunities, both theoretical and practical. Our geography lessons allow for a broader, deeper understanding of the areas of geography identified in the curriculum (geographical enquiry, human and physical geography, locational and place knowledge and geographical skills and fieldwork). These lessons will allow our children to develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We recognise the importance of raising children as responsible, curious thinkers who are able to process new information, reflect on it, think critically, and apply knowledge and skills to overcome challenges in our ever-changing world. Understanding both human and physical geography will enable our children to have a better understanding of themselves and the wider society they live in as they grow up to be caring, responsible adults who can influence the future of our planet.	At Loughborough Primary School, we teach geography in a planned, coherent way which is sequenced logically, ensuring that children learn and remember a rich body of geographical knowledge and acquire progressive geographical skills. Geographical skills are covered in depth throughout a pupil's time at Loughborough. We provide a range of motivating experiences to engage our learners, including: visiting experts, outdoor learning in and around the school's grounds, fieldwork trips, class trips and workshops. In Key Stage 1, the children learn about local and national geography, acquiring basic map reading skills, learning what a city is, weather monitoring and exploring their local environment. Children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In Key Stage 2, we expand further to international geography and delve deeper into human and physical geography. Map skills are developed further using digital maps, an increase in keys and symbols and children will also begin to use more fieldwork skills. Children will learn about geographical processes such as how mountains are formed, the journey of a river, the water cycle, erosion and deforestation. Through revisiting and consolidating skills, children build on prior knowledge alongside introducing new skills and challenges. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks both within and beyond the classroom.	By the end of their education at Loughborough, our learners will have gained a rich body of geographical knowledge and a wide range of transferable skills, which they can apply to other subjects and contexts. We assess regularly in order to build a rounded picture of each child as a geographer, using practical opportunities, quizzes, discussions and presentations. This enables teachers to set appropriate, progressive targets and challenge children in their thinking and learning. All children will use geographical vocabulary and gain a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. We aspire for children to leave Loughborough being able to debate and discuss geographical issues and to be able to reflect and form their own opinions on matters such as climate change and natural disasters. We measure our impact based on pupils' confidence to ask and explore questions to further their own geographical knowledge and understanding. They will be inquisitive young learners and citizens who choose to understand global environmental issues and seek to make a personal difference in protecting and shaping the world we share. Children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. In this way, we prepare our learners fully for transition to secondary school and transition into becoming global citizens.

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	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	Objective: Explore the natural world around them, making observations and drawing pictures. objective: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Experience: to explore the local area and be able to say what they see, what they hear and what they feel. To draw simple pictures of their local environment including school grounds and local area. To ask simple questions objective: Understand the effect of changing seasons on the natural world around them. Experience: to talk about the changing seasons, what is happening and the impact it has on our lives (clothing and	• Say what they like about their locality • Sort things they like and don't like, giving reasons why • Answer some questions using different resources, such as books, the internet and atlases • Think of a few good questions to ask about a locality • Identify seasonal weather patterns • Keep a weather chart • Show empathy towards a geographical event or issue and explain impact on people or place	• Label a diagram or photograph using some geographical words • Find out about a locality by using different sources of evidence • Find out about a locality by asking some good questions to someone else • Say what they like and don't like about their locality and another locality such as the seaside or countryside • Make comparisons between people and places	• Carry out a survey to discover features of cities and villages. - Find the same place on a globe and in an atlas • Label some features on an aerial photograph and identify them on a map of the same locality • Identify that localities may have similar and different characteristics • Plan a journey to a place in England • Accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc	• Use correct geographical words to describe a place and the things that happen there • Identify key features of a region by using a map • Begin to use a 4-figure grid reference • Use some basic OS map symbols • Make accurate measurements of distances within 100Km • Explain how a region has changed over time with reference to physical and human features	• Collect information about a place and use it in a report • Map land use • Find possible answers to their own geographical questions • Make detailed sketches and plans; improving their accuracy later • Plan a journey to a place in another part of the world, taking account of distance and time • Identify links between human and physical geography and make links between a region of the UK, Europe and Non-European country (Greater London, Region of Italy and South East of Brazil)	• Confidently explain scale and use maps with a range of scales • Choose the best way to collect information needed and decide the most appropriate units of measure • Make careful measurements and use the data • Use OS maps to answer questions • Use maps, aerial photos, plans and web resources to describe what a locality might be like • Explain the links between human and physical geographical processes and how they may affect the future • Explain a range of geographical processes and the effects on people and places

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	what activities we can do)						
Physical Geography	Objective: Draw information from a simple map Experience: to talk about what they see on simple maps. Can they spot roads, buildings etc draw a simple map of our school grounds? Objective: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live and begin to use some geographical words such as city, countryside and some country names (linked to stories looked at in class) Understand the effect of changing seasons on the natural world around them.	• Tell someone their address • Explain the main features of a hot and cold place • Describe our locality using words and pictures • Explain how the weather changes with each season • Identify key physical features including: beach, forest, hill, mountain, ocean, river, lake, park, season and weather	• Describe some physical features of their own locality • Explain what makes a locality special • Describe some places which are not near the school • Describe a place outside Europe using geographical words • Describe some of the features associated with an island • Describe the key features of a place, using words like, cliff, coast, sea, valley, soil and vegetation	• Describe the main features of a region of the UK • Describe the main features of a village and a city • Describe the main physical differences between cities and village • Use appropriate symbols to represent different physical features on a map • Describe how earthquakes are created • Explain what a volcano is and their stages - Describe key aspects of Biomes	• Use maps and atlases appropriately by using contents and indexes • Recap (linking to Romans): Describe how volcanoes are created • Confidently describe physical features in a region: European study: Italy • Locate the Mediterranean and explain why it is a popular holiday destination • Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE) • Explain how the water cycle works • Identify the features of the rainforest and understand its significance	• Explain why many cities of the world are situated by rivers • Explain how a location fits into its wider geographical location; with reference to physical features • Explain why water is such a valuable commodity • Describe and understand key aspects of rivers including formation, features, impact and sustainability	• Give extended description of the physical features of different places around the world • Describe how some places are similar and others are different in relation to their human features • Accurately use a 4-figure grid reference • Create sketch maps when carrying out a field study

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	Experience: to talk about the changing seasons, what is happening and the impact it has on our lives (clothing and what activities we can do)						
Human Geography	Objective: Recognise some similarities and differences between life in this country and life in other countries. Experience: How is life the same between life in England and life in Africa (links to focus text, splash and anna Hibiscus).	• Begin to explain why they would wear different clothes at different times of the year • Say something about the people who live in hot and cold places • Explain what they might wear if they lived in a very hot or a very cold place • Name key features associated with a town or village e.g. church, farm, shop, house, factory, office, port, playground	• Describe human features of own locality, such as the jobs people do • Explain how the jobs people do may be different in different parts of the world • Discuss if they think that people ever spoil the area and how • Discuss if they think that people try to make the area better and how • Explain what facilities a town or village might need	• Explain why people are attracted to live in cities • Explain why people may choose to live in a village rather than a city • Explain how a region has changed over time with reference to human features • Find different views about an environmental issue. Explain their view • Suggest different ways that a locality/region could be changed and improved • Understand the impact that an earthquake/tsunami can cause • Describe how volcanoes have an impact on people's life	• Confidently describe human features in a region • Explain why a region has certain human features • Explain why a place is like it is • Explain how the lives of people living in the Mediterranean would be different from their own • Explain the reasons for deforestation and why we should be looking for sustainability	• Explain why people are attracted to live by rivers • Explain how a location fits into its wider geographical location; with reference to human and economical features • Explain what a place might be like in the future, taking account of issues impacting on human features	• Give an extended description of the human features of different places around the world • Map land use with their own criteria • Describe how some places are similar and others are different in relation to their physical feature • To understand trade links and economic globalisation • To identify the reasons for migration

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Locational and Place Knowledge	Objective: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Experience: To look at our local area. To look at simple maps of our local area and draw maps of our own. Can we include buildings and natural features and man-made features on our maps e.g. buildings trees etc.	• Identify the four countries making up the United Kingdom • Name the main cities of England, Wales, Scotland and Ireland • Identify the surrounding seas of the UK	• Name the seven continents of the world and find them in an atlas • Name the world's five oceans and find them in an atlas • Name some of the main towns and cities in the United Kingdom • Find where they live on a map of the UK	• Know the difference between the British Isles, Great Britain and the UK • Know the countries that make up the European Union • Name up to 6 cities in the UK, including the counties in which they are found, and locate them on a map • Locate and name some of the main islands that surround the UK • Name the areas of origin of the main ethnic groups in the UK and in LPS • Locate the UK on a map • Show awareness of different weather in different parts of the world • Identify the six different climate regions on a world map	• Name a number of countries in the Northern Hemisphere • Locate and name some of the world's most famous volcanoes including those in Italy • Name and locate some well-known European countries • Locate and name some of the world's most famous rainforests including the Amazon • Name and locate the capital cities of neighbouring European countries • Show awareness of different weather in different parts of the world, especially Europe • Locate the Tropic of Cancer and the Tropic of Capricorn on a map • Identify the position and significance of the Arctic and Antarctic Circle	• Name and locate many of the world's major rivers on maps • Name and locate many of the world's most famous mountain regions on maps • Locate the USA and Canada on a world map and atlas • Explain how time zones work • Identify the position of longitude and latitude on time zones around the world • Identify the equator specifically in South America • Locate and name the main countries in South America on a world map and atlas • Identify the positions of the Northern and Southern Hemispheres on human geography	• Recognise key symbols used on Ordnance Survey maps • Name the largest desert in the world • Recap: Identify and name the Tropics of Cancer and Capricorn • To understand migration routes through history and in the present
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Progressive Geographical Skills	• Ask simple questions • Explain main features • Notice similarities and differences	• Name main UK cities • Name 4 countries of UK • Use weather chart • Draw a picture map using own symbols	• Locate oceans on globe/maps • Locate and name major UK features on a map • Follow directions N,S,E,W.	• Use books/photos/internet as source of information • Collect and record evidence • Use 4 compass points to follow directions • Know why a key is needed • Use standard symbols	• Investigate places and themes • Begin to use 8 compass points • Locate places on larger scale maps • Begin to identify significant places and environments	• Begin to use primary and secondary sources of information and understand the difference between primary and secondary sources of information • Analyse evidence and draw conclusions • Use 8 compass points • Begin to use 4 figure coordinates on maps	• Suggest questions for investigating • Use primary and secondary sources of evidence • Investigate places with more emphasis on the larger scale, contrasting and distant places. • Analyse evidence and draw conclusions • Use/recognise OS symbols • Use atlases to find out about other features of places
Communication: Vocabulary	Home School Journey Map London Shop	Town Scotland Edinburgh Wales Cardiff Ireland Belfast Village England London Church Farm Shop Atlas Capital City Weather Country	Beach Coast Forest Valley Mountain Oceans Indian Pacific Atlantic Southern Arctic Africa Antarctic North America South America Europe Australasia Asia Continent Compass Points North South East West Temperature	London British Isles Cardiff Great Britain Manchester United Kingdom Birmingham Edinburgh Belfast Physical/Human Geography Earthquake Plates Crust Mantel Inner and Outer Core Magma Dormant Active Extinct	Volcano Vesuvius Etna Compass N, S, E, W, NW, NE, SE, SW Hemisphere Ordnance Survey Map Symbols Quay Rainforest Canopy Emergent Understory Forest Floor Vegetation Deforestation Indigenous Tribe Fair Trade Global Supply Chain Biomes Water Cycle Evaporation Condensation Precipitation	Nile Everest Yangtze Kilimanjaro Mississippi Fuji Amazon Matterhorn Confluence Tributary Oxbow Lake Erosion Deposition Meander Waterfall	Tropic of Cancer Tropic of Capricorn Biome Ordnance Survey Map South America Trade Globalisation Economy Migration Emigration Migrant Immigrant