GEOGRAPHY Intent Statement:

Geography is essentially about understanding the world we live in*. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Greenfields, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.*

Our aim at Greenfields is to inspire children's curiosity, interest and appreciation for the world that we live in. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. As geographers, pupils are exposed to a rich and balanced curriculum that provides them with new vocabulary and allow them to develop an insight into the links between physical and human processes and how landscapes and environments have changed and continue to change.

Our Geography curriculum has been developed to work alongside our History curriculum. Where possible, Geography is woven into History to ensure children have a good understanding of how changes have occurred over time. As the national curriculum states, 'teaching should equip 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.' Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.

GEOGRAPHY: Progression map

Subject: **Geography**	**EYFS/ KS1**	**LOWER KS2**	**UPPER KS2**
As Geographers we learn to:			
Investigate places	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical

	• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Investigate patterns	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world.

			• Describe how countries and geographical regions are interconnected and interdependent.
Communicate geographically	• Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Subject: **GEOGRAPHY**	**EYFS/ KS1**	**LOWER KS2**	**UPPER KS2**
Chronology	Seasons local area changes	History of Volcanic eruptions and Earthquakes/ geographical events Land Use over time	History of Fair Trade Sustainability- climate and pollution
Civilisation, Community and Culture	Where do I live?: Houses, roads and streets, towns and villages, simple maps	UK and Beyond: Europe- Cities, towns, countries and Maps	South America: Map work and land use

	Our World: Suffolk and UK, introducing capital cities Japan	Comparisons with settlements Rainforests: Kayapo tribe- lifestyle and culture	Geographical features- human and natural and impact on communities Native America/ American Indian
Comparison	Weather in different locations, Hot and cold places in the UK, Seasonal patterns Features of localities- urban, rural and island Capital cities, countries and climates Japan- Comparing lifestyles and cultural norms for children in UK and Japan	Settlements in different parts of the UK Comparing countries in Europe/ changes over time Life in Rainforest with life in UK Different types of volcanoes and their locations	Settlements and culture changes in different periods of time South American countries and UK Trade routes
Cause and Consequence	Weather: Types of weather and seasons, Impact on clothing choices and places to live Polar explorers: Impact of Ice caps melting and environmental changes to polar regions Our World: Pollution and our influence on the world around us	Comparing climates and settlements Active planet: Coping with Earthquakes, community and human responses to disaster Rainforests: Impact of deforestation	Climate and pollution- sustainability World Culture: Fairtrade, risks to communities Extreme Weather: Tsunami/ tornadoes
Legacy	Ourselves and our local environment Our World: Looking after the planet	Active Planet: Pompei- What lessons were learned? Deforestation	South America: Fair Trade Natural and Man-made landmarks