

Progression in geography:

Why is geography important and how does this topic prepare children for future learning?						
<p>Geography education inspires pupils to have a curiosity and fascination about the world and its people – a lifelong skill. Children study the relationship between humans and their environments (physical), developing skills and knowledge to help them become global citizens, working for the collection goal of a better future for all.</p> <p>Barack Obama summed it up best by saying, “The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.”</p>						

Year	Locality study	Locality questions	Local study (EY & KS1) Issue study (KS2)	Local study & Issue based questions	Geographical skills and fieldwork (For full details on the Geography National Curriculum click here)	Examples of vocabulary
R	Countries in the UK	Where is this place? What is it like? Why? How does this place compare with home/ other places I know?	Home to school	How do I get to school? How do other people get to school? What do we see on our journeys?	<p><i>FROM THE EYFS: Understanding the world</i></p> <p>People and communities: children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world: children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	Local place names Positional language Merstham Redhill Furzefield Home UK countries
1	Southern Europe	What would it be like to live in/visit this place?	What is Merstham like?	What facilities does Merstham have? How do I get to...? What do I like/dislike about Merstham?	<ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	World Earth Europe UK Country Continent Ocean/Sea Capital Equator Poles Temperature vocabulary – e.g. hot Physical vocabulary – e.g. river Human vocabulary – e.g. town Local places names
2	Northern Europe	As above + How would I get to this place? How and why is it changing?	How is Merstham changing?	What did Merstham look like X years ago? What is changing at the moment? What would I like to change about Merstham?		

3	The Americas	<p><i>As above +</i></p> <p>How and why are places connected?</p> <p>How does this place compare with other places (inc. previous studies)?</p>	Deforestation and sustainability (Rainforests and world population)	<p>At the appropriate level, children will explore questions such as:</p> <p>What is the issue? Why is it an issue? Who is involved? What are the different points of view? How will it be resolved? What impact can I have?</p>	<ul style="list-style-type: none"> ▪ <i>Consolidation of KS1 (years 1 & 2) skills</i> ▪ begin to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the topic localities ▪ begin to 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. 	Americas place names Deforestation Sustainability Rainforest Population Issue Physical features Human features Biome Hemisphere Local/National/Global
4	Asia		Mountain, volcanoes and earthquakes (water cycle – science link)			Asia place names Eruption Plate tectonics Magma/Lava Precipitation vocabulary Point of view Contour and terrain vocabulary – e.g. valley
5	Oceania	<p><i>As above +</i></p> <p>What could/should the world be like in the future? What can we do to influence change?</p>	Pollution		<ul style="list-style-type: none"> ▪ <i>Consolidation of lower KS2 (years 3 & 4) skills</i> ▪ with confidence, use mapping tools to locate and describe features of places studied recently and in earlier years – make links ▪ use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world – transferable skills ▪ with confidence, 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. 	Oceania place names and topographical features Flora & Fauna Pollution Waste management - Reduce, Reuse, Recycle Plastic
6	Africa		Climate change and energy resources (inc. drought and flooding)			Africa place names and topographical features Flora & Fauna Climate Emissions Greenhouse effect Global warming 'Denial' Settlement