

WEST TOWN LANE ACADEMY

Geography Curriculum Progression



Intent	It is our intent for the Geography curriculum at West Town Lane Academy to inspire, excite and spark curiosity within our pupils. We aim for fascination to be encouraged from our youngest children and to remain with our year 6 pupils as they go on to secondary education and beyond. The geography curriculum is designed so that all pupils, including the first 20% and SEND can access and succeed in geography learning across their primary education. Vocabulary is explicitly taught, which is revisited regularly. Oracy skills embed this vocabulary through discussions and presentations. Visual and practical scaffolds are further provided so every child can develop secure geographical understanding and skills. We intend to equip the children with the skills required to deepen their knowledge and gain a greater understanding of the world's human and physical processes and the interaction between the two. As children progress, their growing knowledge will ensure that they have the understanding and confidence to explain how the Earth's features are shaped and change overtime, as well as appreciating the world in which we live now and how it has evolved. As a school, we believe that Geography should be an adventure where concepts are investigated through case studies and practical field trips and it is through our teaching that we intend to provoke thought and questioning. Digital skills, such as online maps, satellite imagery and simple data-handling software are used to enhance pupils' geographical enquiry and build essential digital literacy. We aim to encourage our pupils to have the desire to find out the answers to their questions and enable them to gain deeper insight into the world and their place within it.
Implementation	Study will be based on the national curriculum programmes of study, this allows geography to be cross-curricular and relevant to the children at West Town Lane. Each year group has enquiry questions to focus their enquiry based learning, encouraging natural inquisitiveness and curiosity. At West Town Lane, half termly enquiries alternate with either history or geography. Geography learning begins in early years, they access geographical concepts, knowledge and skills through continuous provision, starting learning in a fun and engaging way. As the children continue their geography journey across the school years their geographical understanding broadens. In KS1 the children learn about their local environment (such as 'What makes Bristol and Brislington brilliant' in year 1?), as they progress through KS2 they start thinking about environments further afield and how these compare to the UK (such as 'How does China compare to the UK?' in year 5). Children use their existing knowledge and skills to support them in making links with their future learning. Teachers' plan in the use of resources, making engaging, purposeful lessons. Lessons are further brought to life through visits and fieldwork. World/UK maps are displayed in every classroom, which are referred to and annotated within Geography lessons and across other curriculum subjects. This enables children to build geographical connections and develop a true sense of place and cultural awareness.
Impact	Through the teaching of geography, the children are able to locate the world's countries and understand similarities and differences across human and physical characteristics. This leads to a deep understanding of the world and its processes. Impact is measured on a day to day basis through pupil conferencing, book looks and learning walks. A recap of previous vocabulary is completed at the beginning of every geography lesson, providing a quick recall of previous learning, consolidating existing knowledge and adding to new knowledge. At the end of every enquiry, impact quizzes are conducted to assess the children's learning. Teachers can use this to identify the children's understanding and gaps in learning that need to be addressed.

Geography curriculum progression Year 1

	Term 2	Term 5	Term 6
Enquiry title	What makes Brislington & Bristol brilliant?	Where are our capital cities?	How have holidays changed in Weston-super-Mare? (History enquiry link)
Themes of study	A local study of our surrounding area. This enquiry focuses on the Geography of the children's local area and city. Children will learn about key landmarks in their local area and city that make it unique, and the significance of these landmarks.	A study of the physical and human geography of the United Kingdom. Children will focus on the capital cities: London, Cardiff, Edinburgh and Belfast. Links should be made back to previous learning of Bristol and how the cities compare and contrast.	This enquiry will look at the key physical and human features of WSM and how they have changed within living memory.
	Children will learn: - How can I devise a map of the school grounds? -What makes Brislington unique? - Fieldwork – local walk in Brislington (identify physical and human features) -What makes Bristol unique? - What is the significance of specific landmarks in Bristol? (Suspension Bridge, Banksy work, River Avon, Harbour) - How can I use the four points on a compass?	Children will learn: -What are the four countries and capital cities within the UK? - What are the surrounding seas of the UK? - What are the key human and physical features within each capital city (Cardiff, Belfast, London, Edinburgh)? – Split into 4 lessons.	Children will learn: -Which region of the country is WSM in, and where is this on the map? -What does WSM seafront look like today? How is this different to images from the Victorian era? -What are the key human and physical features of WSM?
Skills & knowledge	Locational Knowledge -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Human and Physical Geography -identify seasonal and daily weather patterns in the United Kingdom Geography skills and Fieldwork -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents. -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.		
Vocabulary	Term 2 - City, town, village, harbour, river Term 5 – Capital city, Country, Cardiff, Belfast, London, Edinburgh, Seas Term 6 – Beach, cliff, coast, house, shop		
Fieldwork	Local walk of Brislington – Identify the human and physical features.		WSM visit

Cross-curricular opportunities	History: The history of significant places within their locality English: 'Come to Brilliant Bristol' writing Computing: Google Earth to locate Bristol	DT: Designing and making a weather vane Science: Weather Computing: Green screen weather report	History: How has WSM changed within living memory? Computing: Data collection of favourite icecream flavour English: Recount of seaside trip Art: Ice cream sculptures
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Geography curriculum progression Year 2

	Term 3	Term 4	Term 6
Enquiry title	Where are we in the world?	How are all forests the same?	What can we do to look after ourselves and our planet? (Science enquiry link)
Themes of study	Children will name and locate the world's seven continents and oceans. Children will identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will link this to their own location in the world.	Comparing a local forest to various forests from around the world. Children will start to consider the world around them by looking at global geography. Children will investigate what makes all forests the same, despite their obvious differences. Could focus on Amazon Rainforest (South America), Bwindi Forest (Africa), Sagano Bamboo Forest (Asia) or Daintree Forest (Australia).	Children will learn about strategies to enable individuals to look after our planet. E.g., recycling, energy saving etc and the significant individuals who contribute to this movement (Greta Thunberg)
Skills & knowledge	Children will learn: - <i>Where are we within the UK? (Brislington, Bristol)</i> - <i>Where are the 7 continents?</i> - <i>Where are the 5 oceans?</i> - <i>Where are hot and cold areas located in the world?</i> - <i>How can I travel around the world using compass directions?</i>	Children will learn: - <i>What is a forest? (Fieldwork to a local forest)</i> - <i>How do some forests change throughout the year? (Seasonal/daily weather patterns).</i> - <i>Where are forests located in the world?</i> - <i>What are the physical and human features of a UK forest (choose a local one)?</i> - <i>What are the physical and human features of the Daintree forest (optional forest)?</i> - <i>How do these forests compare?</i>	Children will learn: - <i>What is the impact that humans have on our world (to include deforestation)?</i> - <i>What do the terms reduce, reuse, recycle mean and how can these reduce the human impact on our planet?</i> - <i>Who is Greta Thunberg and what did she achieve?</i>
	Locational Knowledge -name and locate the world's seven continents and five oceans -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and Physical Geography -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 Geography skills and Fieldwork -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		
Vocabulary	Term 3 – Ocean, Continent, Equator, Poles		

	Term 4 – Seasons, Weather, Vegetation, Soil Term 6 - Environment, Climate Change, Deforestation, Recycling
Fieldwork	Trip to a local forest – identify physical and human features/devise a simple map
Cross-curricular opportunities	English: trip recount/information leaflet. Haiku poetry Maths: measure & temperature Science: living things, habitats, growth Art: forest animal sculpture Forest school activities Science: materials, recycling Science: the impact of food and exercise on our bodies DT: designing and making healthy snacks, food origins Forest school activities

Geography curriculum progression Year 3

	Term 5 & 6
Enquiry title	How do UK capital cities compare?
Themes of study	A comparison of the UK's capital cities Children will begin by recalling previous knowledge of capital cities from the Year1 project. Children will learn the countries of the UK, cities, counties, and seas. They will extend that knowledge by looking at the human and physical geography of each capital city, comparing them to each other.
Skills & knowledge	Children will learn: - <i>Where are the UK countries and capital cities?</i> - <i>What are counties?</i> - <i>What is the difference between a city (e.g Bristol) and the countryside (e.g. Somerset)?</i> - <i>What are the human characteristics of the UK's capital cities?</i> - <i>What are the physical characteristics of the UK's capital cities?</i> - <i>How have the UK's capital cities changed over time?</i> Fieldwork – Callington nature reserve (sketch map, human/physical features). Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Human and physical geography Describe and understand key aspects of: -human geography, including: types of settlement and land use, economic activity -physical geography of regions studied. Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass and four-figure grid references, to build their knowledge of the United Kingdom and the wider world -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.
Key Vocabulary	Landmarks, Counties, Countryside, Settlements, Land use
Fieldwork	Trip to Callington nature reserve – (sketch map, human/physical features).
Cross-curricular opportunities	Art - Sketching landscapes in Callington Road nature reserve, Banksy (British urban art) Guided reading about the UK Spanish - Ancient Britain Computing - Produce a wiki page about the UK RE: Being a Sikh in Britain today

Geography curriculum progression Year 4

	Term 5 & 6
Enquiry title	Where in the world do they speak Spanish?
Themes of study	An investigation into all the countries in the world that have Spanish as their first language. Children will begin by looking at Spain, comparing the human and physical geography to the UK. They should focus on a particular area (ie. Barcelona) for a more in-depth study. From there, they will investigate other Spanish speaking countries of the world, comparing them to both the UK and Spain. Could focus on: Mexico, Argentina (The Americas), Equatorial Guinea (Africa).
Skills & knowledge	Children will learn: - <i>Where is Spain? (locate on map using locational knowledge)</i> - <i>What is life like in Spain? (physical and human characteristics)</i> - <i>How does a Spanish city (of your choice) physical characteristics compare to Bristol's?</i> - <i>How does a Spanish city (of your choice) human characteristics compare to Bristol's?</i> - Fieldwork – compare the physical and human features of Brislington to an area in Spain - <i>What other countries speak Spanish? (locate on map using locational knowledge).</i> - <i>What is life like in a Spanish speaking country (of your choice)? (human and physical characteristics)</i> - <i>How does this Spanish speaking country (of your choice) compare to the UK and Spain? (human and physical characteristics)</i> - <i>Why is Spanish such a widely used language?</i> Locational knowledge - locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Human and physical geography Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, to build their knowledge of wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.
Key Vocabulary	South America, Europe, Spain, Barcelona, Culture, Tropics, Hemispheres, Economy
Fieldwork	Brislington local walk – compare land use to a small area in Spain (plans/graphs)

Cross-curricular opportunities	Spanish: speaking, reading and listening lessons DT: plan and cook a spanish dish (paella) Art: the life and work of Pablo Picasso
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Geography curriculum progression Year 5

	Term 3 and 4
Enquiry title	How does China compare to the UK?
Themes of study	A comparison of China's geographical features with the UK. During this enquiry children learn about the geographical features of China. They learn about physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. They will also learn about human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. They should try and compare to the UK where possible eg. Bristol to Beijing, the river Yangtze to the river Thames, Mt Everest to Mt. Ben Nevis.
Skills & knowledge	Children will learn: • <i>Where is China? (using maps, globes, digital computer mapping)</i> • <i>What is life like in rural and urban China?</i> • <i>What are China's physical characteristics (volcanoes and earthquakes)?</i> • <i>How do China's physical characteristics compare to the UK? (Fieldwork – measure rainfall/temperature).</i> • <i>What are China's human characteristics?</i> • <i>How does Bristol compare to Beijing? (focusing on human characteristics).</i> • <i>China's Human Rights History.</i> Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -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 Meridian and time zones (including day and night) Place knowledge -understand geographical similarities and differences through the study of human and physical geography of a region within Asia Human and physical geography -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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, to build their knowledge of the wider world

	- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including digital technologies.
Key Vocabulary	Asia, Beijing, Biomes, Mountains, Earthquakes, Volcanoes, Trade links
Fieldwork	Fieldwork in school – measure rainfall/temperature in Brislington and compare to Beijing (digital technologies).
Cross-curricular opportunities	Art: designing Chinese landscapes using ICT software/iPad Computing: designing Chinese landscapes using ICT software/iPad DT: cooking Chinese food (stir fry) English: writing based around Chinese New Year

Geography curriculum progression Year 6

	Term 3 & 4
Enquiry title	What is the journey of a river?
Themes of study	A study of the journey of a river, from source to mouth. This enquiry will focus on how rivers are formed through the water cycle and the courses they follow. Children will learn about the features of rivers, mountains and the coast. Children will learn the names of significant rivers from all over the world. They will compare the human and physical features that rivers pass through on their journey from source to mouth.
Skills & knowledge	Children will learn: • <i>What are rivers?</i> • <i>Where is the source of the river? (OS maps – 4 figure grid references. Identify topographical features).</i> • <i>How are mountains formed?</i> • <i>Where is the mouth of the river? (OS maps – 4/6 figure grid references. Identify topographical features.)</i> • <i>How does the coast link to the water cycle?</i> • <i>What are the lines of latitude/longitude?</i> • <i>How can I use 8 points of a compass to find the direction of flow of a river?</i> • <i>How do river journeys compare? (Choose a river in the UK, Europe and North/South America – follow the course of the rivers and compare human and physical features) Use digital computer mapping). Over a few lessons – 3 rivers – UK, Europe and North/South America.</i> • Fieldwork – Brecon Beacons – sketch maps, plan/graphs. Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time -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 Meridian and time zones (including day and night) Place knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography -describe and understand key aspects of: -physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use. Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and 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

	-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.
Key Vocabulary	Water cycle, source, mouth, latitude, longitude.
Fieldwork	Trip to Brecon Beacons-river walk (sketch maps/plans/graphs).
Cross-curricular opportunities	English: Writing about why we should drink water and how to conserve water. Science: Water cycle & climate change. PSHE: Less developed countries and equal opportunity to access water. Art: Mountainscape watercolour paintings.