

Geography Curriculum Progression  
St Julian's Church School

**Purpose and Aims of our Geography Curriculum:**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We have chosen 'big ideas' (also known as 'threshold concepts') that run through our geography curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning. These concepts are: *(for the whole school)* **Location, Human features, Physical features, Map Skills, Data** *(and for KS2 only)* **Climate, Interdependence.**

To ensure children 'catch up' following the disruption of the Coronavirus pandemic our 2-year cycle has been revised to revisit any missed content. Units will start with recap and revision to ensure that children are secure in essential prior knowledge before moving on.



**Geography Curriculum Progression**  
**St Julian's Church School**

**The National Curriculum Breadth of Study in Geography**

	EYFS	KS1		KS2	
		Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6	
<b>Skills / Disciplines</b>	Children at the expected level of development will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<ul style="list-style-type: none"> <li>● Develop contextual knowledge of places on land and at sea including physical and human characteristic</li> <li>● Understand how physical and human geographical features arise and are interdependent and change over time</li> <li>● Have skills that enable them to collect, analyse and communicate with data gathered in fieldwork</li> <li>● Interpret a range of maps, diagrams globes, photos and information systems</li> <li>● Communicate geographical information through maps, numerical and qualitative skills and writing at length</li> </ul>			
<b>Knowledge</b>		<p>In the context of their immediate locality:</p> <ol style="list-style-type: none"> <li>1. Name and locate the 7 continents and 5 oceans of our world.</li> <li>2. Name locate and identify the countries and capital cities of the UK and surrounding seas.</li> <li>3. Understand similarities of place in a small area of the UK and a small area of a contrasting non-European country.</li> <li>4. Identify seasonal and weather patterns in the UK.</li> <li>5. Locate the hot regions of the world and the cold in relation to the poles and the equator.</li> <li>6. Use basic geographical vocabulary of physical features (beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley vegetation, season, weather) and of human features (city, town, village, farm, factory, farm, house, office, port, harbour shop).</li> <li>7. Identify UK countries, countries, continents and oceans on maps, globes and atlases</li> <li>8. Use compass directions and locational directional language- near/far, left/right) to describe features and routes on a map.</li> <li>9. Use aerial photos to recognise landmarks and basic features, devise simple maps and use basic symbols with a key.</li> <li>10. Use field and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment.</li> </ol>	<p>Beyond the local to Europe and North and South America:</p> <ol style="list-style-type: none"> <li>1. Locate world's countries using maps to focus on Europe, N and S America concentrating on environmental regions key physical and human characteristics, countries and major cities.</li> <li>2. Name and locate places-counties and cities of UK-geographical regions with human, physical characteristics and topographical features ( hills, mountains, coasts and rivers) land use patterns and understand how they have changed over time.</li> <li>3. Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, N and S poles, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li> <li>4. Understand geographical similarity and difference through a study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.</li> <li>5. Describe and understand aspects of physical geography including climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes and the water cycle.</li> <li>6. Describe and understand aspects of Human geography including settlement, land use, economic activity, trade links, natural resources, energy, food minerals and water.</li> <li>7. Use maps, atlases globes and digital mapping skills to locate countries and describe features.</li> <li>8. Use compass, grid ref 4 and 6 and key (including OS maps) to build knowledge of the UK and wider world.</li> <li>9. Observe measure and record in the field to present human and physical features in the local area using sketch maps, plans, graphs and digital means.</li> </ol>		

**Geography Curriculum Progression**

**St Julian's Church School**

**Our 2-year Cycle Long Term Overview of Geography (How we have organised the N.C. Breadth of Study)**

Cycle A 2021 - 2022 (Some Recovery/Catch up)		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1&2 Breadth of Study	Geography		The United Kingdom - countries, capitals and seas		Seasonal and Daily weather patterns & Hot and Cold places		Simple map skills and field work (School)
Year 3&4 Breadth of Study	Geography		The United Kingdom (overview and local region)			Europe (& comparing regions within)	Coasts & Rivers in the UK ( <i>fieldwork</i> ) and The Water Cycle ( <i>Link to T1 Science</i> )
Year 5&6 Breadth of Study	Geography		The United Kingdom (Human Geography focus)			Global Trade and Fair Trade	Compass and Map skills ( <i>fieldwork</i> )

Cycle B 2022 - 2023 (Some Recovery/Catch up)		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1&2 Breadth of Study	Geography		Continents and Oceans & Hot and Cold Places		Comparing our local area and Hong Kong		Simple map skills and field work (School and Village)
Year 3&4 Breadth of Study	Geography		The World's Climate Zones and Biomes			The Americas (& comparing regions within)	Mapping Wellow ( <i>fieldwork</i> )
Year 5&6 Breadth of Study	Geography		The World's Zones		Mountains, Volcanoes and Earthquakes		

**Geography Curriculum Progression**  
**St Julian's Church School**

	<b>EYFS- N &amp; R</b>	<b>KS1 1 - Year 1 and Year 2</b>			<b>LKS2 - Year 3 and Year 4</b>			<b>UKS2 - Year 5 and Year 6</b>		
<i>Cycle A unit title</i>		The United Kingdom - countries, capitals and seas	Seasonal and Daily weather patterns & Hot and Cold places	Simple map skills and field work (School and Village)	The United Kingdom (Physical Geography)	Europe (& comparing regions within)	Rivers (fieldwork) and The Water Cycle	The United Kingdom (Human Geography)	Global Trade and Fair Trade	Compass and Map skills (fieldwork)
<i>Cycle B unit title</i>		Continents and Oceans & Hot and Cold Places	Comparing our local area and Hong Kong	Simple map skills and field work (School and Village)	The World's Climate Zones and Biomes	The Americas (& comparing regions within)	Mapping Wellow (fieldwork)	The World's Zones	Mountains, Volcanoes and Earthquakes	
<i>Links to our whole school drivers - cultural capital, love for learning, creative &amp; inspiring</i>										
<i>Links to our whole school drivers - reading</i>										
<i>Being a geographer (skills and disciplines)</i>										

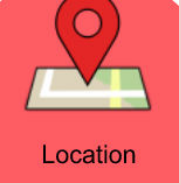
Geography Curriculum Progression

St Julian's Church School

Summary of key knowledge that we teach through our Big Ideas within each phase

**How learning builds from the Early Years :**

The key concepts for geography are introduced in the Early Years Foundation Stage. They are revisited through topics and detailed information about vocabulary is contained in the EYFS plans.

	<i>EYFS- N &amp; R</i>	<i>KS1 1 - Year 1 and Year 2</i>			<i>LKS2 - Year 3 and Year 4</i>			<i>UKS2 - Year 5 and Year 6</i>		
<i>Cycle A unit title</i>		The United Kingdom - countries, capitals and seas	Seasonal and Daily weather patterns & Hot and Cold places	Simple map skills and field work (School and Village)	The United Kingdom (Physical Geography)	Europe (& comparing regions within)	Coasts and Rivers in the UK & The Water Cycle	The United Kingdom (Human Geography)	Global Trade and Fair Trade	Compass and Map skills (fieldwork)
<i>Cycle B unit title</i>		The World's continents and Oceans & Hot and Cold Places	Comparing our local area and Hong Kong	Simple map skills and field work (School and Village)	The World's Climate Zones and Biomes	The Americas (& comparing regions within)	Mapping Wellow (fieldwork)	The World's Zones	Mountains, Volcanoes and Earthquakes	
<b>Location</b>  Location	Talk about the features of their own immediate environment and how environments might vary from one another.	<p><b><u>A:2 - The UK (countries, capitals and seas)</u></b>                      The United Kingdom of Great Britain and Northern Ireland is a country in the continent of Europe.</p> <p>The United Kingdom consists of Scotland, England, Wales and Northern Ireland (this is different from Great Britain).</p> <p>Great Britain is an island—it is surrounded by seas: The Irish Sea, The North Sea and The English Channel.</p> <p>The capital city of England, where the government works, is called London. The capital of Scotland is Edinburgh. Edinburgh is home to the Scottish Assembly. The capital of Wales is Cardiff. The city is home to the Welsh Assembly, the government of Wales. Belfast is the capital of Northern Ireland and the government of Northern Ireland meets there.</p>			<p><b><u>A:2 - The UK (physical geography)</u></b>  <b>Regions</b> - locate on map</p> <p><b>Cities</b> - (in the local area as well as major cities) Bath, Bristol, Wells, Manchester, Birmingham, Glasgow</p> <p><b>Counties</b> - (in the local and surrounding area) Bristol, Bath &amp; North-East Somerset, Cornwall, Dorset, Devon, Gloucestershire, Somerset and Wiltshire.</p> <p><b>Mountains</b> - Snowdon (highest in Wales), Ben Nevis (highest in UK), Scafell Pike (highest in England), Brecon Beacons (local)</p> <p><b>Rivers</b> - the River Severn (UK's longest river), the River Avon (local), the River Thames</p> <p><b>Coasts</b> - (in our local area) The White Cliffs of Dover (popular England), Durdle Door (local), Pembrokeshire Coast National Park (popular Wales)</p>			<p><b><u>A:2 - The UK (human geography)</u></b>  <b>Overview</b>                      The United Kingdom is an island country in the Atlantic Ocean. It lies off the northwestern coast of mainland Europe. The country has land on two main islands. The island of Great Britain contains England, Scotland, and Wales. England covers most of the southern two-thirds of Great Britain. Scotland takes up the northern third. Wales lies on the southwestern part of Great Britain.</p> <p>The island of Ireland is west of Great Britain. Northern Ireland is in the northeastern part of this island. The country called Ireland takes up the rest of the island. It is not part of the United Kingdom.</p> <p><b>Local Region</b> - the South West of England                      The South West region comprises Cornwall &amp; Isles of Scilly, Devon, Somerset, Dorset, Wiltshire, Gloucestershire and Bristol / Bath area. Dartmoor and Exmoor National Parks are within the region.</p>		

## Geography Curriculum Progression

### St Julian's Church School

	<p><b><u>A:4 - Seasonal and Daily weather patterns &amp; Hot and Cold places</u></b> Locate Wellow on a map of the UK and then locate the Island of Coll. Both are places within the UK, but Wellow is in England and The Island of Coll is in Scotland.</p> <p>The world is called The Earth and it is spherical, with two poles and an imaginary line halfway between the poles called the Equator. The closer the countries are to the poles the colder they are; the closer to the Equator they are, the warmer they are.</p> <p>China, America and Cuba get the most hurricanes. Locate where Hurricane Katrina hit America on a map.</p> <p><b><u>A:6 - Simple map skills and field work (school and village)</u></b> Refer to the use of maps to aid knowing your location and why this is important</p> <p><b><u>B:2 - The World's continents and Oceans &amp; Hot and Cold Places</u></b> <u>Continents</u> The seven continents are Africa, Antarctica, Asia, Oceania, Europe, North America, South America. Russia is part of both Europe and Asia.</p> <p><u>Oceans</u> The five world oceans are the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean.</p> <p><u>Equator</u> The Earth's Equator is the imaginary line that runs around the centre of the globe at 0 degrees latitude, at equal distance between the North and South Poles. Like the other lines of latitude, it's based on the Earth's axis of rotation and its orbit around the sun. The Equator is just under 25,000 miles long, wrapping around the entire Earth. The Equator divides the Earth into northern and</p>	<p><b>Human Geographical Landmarks</b> - Buckingham Palace, Blackpool Tower, Hadrian's Wall, Angel of the North, Edinburgh Castle, Titanic Belfast <u>Local Region</u> - the South West of England The Roman Baths, Stonehenge, the Eden Project, St Michael's Mount</p> <p><b><u>A:5 - Europe and comparing regions within</u></b> Europe is a continent located entirely in the northern hemisphere, and mostly in the eastern hemisphere. Europe largely rests on the same landmass as Asia. The European climate is temperate and affected by warm Atlantic currents.</p> <p>There are 46 countries in Europe, although 2 are only partially in Europe (most of Russia and Turkey are in Asia).</p> <ol style="list-style-type: none"><li>1. Russia – 109 million (in Europe)</li><li>2. Germany – 83 million</li><li>3. France – 67 million</li><li>4. UK – 66 million</li><li>5. Italy – 60 million</li></ol> <p><u>Northern Europe</u> is a general term for the area of Europe that is north of the Baltic Coast. This includes Scandinavia (e.g. Norway, Sweden, Finland and Denmark), the United Kingdom and Ireland. At extremely northern latitudes (e.g. Iceland) the Aurora Borealis (Northern Lights) can be seen.</p> <p><u>Eastern Europe</u> is dominated by Russia and the countries formerly part of the Soviet Union. Here, further inland from the warm currents of the Atlantic Ocean, temperatures can become extremely cold in winter. Further south are countries such as Greece and Bulgaria. Ancient Greece is considered the birthplace of western civilisation.</p> <p><u>Western Europe</u> is used to describe the western portion of the European continent, and also the countries that are deemed to show the characteristics of a more 'western' culture.</p>	<p><b><u>A:5 - Global Trade and Fair Trade</u></b> Trade has occurred between people since the beginning of civilisation when people exchanged goods and skills within their community on a local scale. Even in the Stone Ages people exchanged goods such as tools, clothing and food. Trade only occurred on a local scale at this time. People had no contact with people from distant places.</p> <p>The scale of trade has increased through time and exchanges can now happen on a global scale. The development of communication, technology and transport have enabled trade to be carried out on this scale. A process called 'globalisation' has occurred.</p> <p>Globalisation: process of the world's countries becoming more connected as a result of international trade and cultural exchange. Trade now happens on a larger scale (global) and at a faster pace than ever before. This means we can sell and have more access to a larger range of products.</p> <p>Each country has a highest-valued export. The highest-valued export is the product that makes the country the most money through global trade.</p> <p><b><u>A:6 - compass and map silks (fieldwork)</u></b> Revise all locations learnt about in previous units by locating them on maps, using knowledge of grid references to increase degree of accuracy.</p> <p><b><u>B:2 - The World's Zones</u></b> <u>Equator</u> The Earth's Equator is the imaginary line that runs around the centre of the globe at 0 degrees latitude, at equal distance between the North and South Poles. Like the other lines of latitude, it's based on the Earth's axis of rotation and its orbit around the sun. The Equator is just under 25,000 miles long, wrapping around the entire Earth. The Equator divides the Earth into northern and</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Geography Curriculum Progression**

**St Julian's Church School**

		<p>southern hemispheres, with both experiencing different amounts of daylight at different times.</p> <p>The equator passes through 11 countries: Indonesia, Gabon, São Tomé and Príncipe, Republic of the Congo, Democratic Republic of the Congo, Uganda, Kenya, Somalia, Ecuador, Colombia, Brazil</p> <p><b><u>B:4 - Comparing and local area and Hong Kong</u></b></p> <p><b><u>B:6 - Simple map skills and field work (school and village)</u></b></p> <p>Refer to the use of maps to aid knowing your location and why this is important</p>	<p><b><u>Southern Europe</u></b> is generally used to describe the countries that border the Mediterranean Sea (e.g. Spain, Italy and Croatia) and island nations (such as Cyprus). Southern Europe has a warm and sunny climate, meaning that its countries are popular holiday destinations. The active volcanoes of Etna and Vesuvius are in Southern Europe.</p> <p>The Mediterranean region is the region surrounding the Mediterranean Sea. This includes places from Europe and Africa and Asia. Most of the region has a Mediterranean climate with warm to hot dry summers and cool to mild wet winters. Plants that grow there are short trees and shrubs which survive the yearly drought during summer. It is a popular holiday spot.</p> <p>The Mediterranean Region is so called because the largest stretch of area here lies along the margins of the Mediterranean Sea.</p> <p>Italy became a united country for the first time on March 17, 1861 and is a relatively new nation. Italy extends from the Alps Mountain Range in the North, to the southern island of Sicily – which is close in proximity to Africa. Many rivers run through the country including the Tiber and Po. Italy also has many national parks including the Parco Paradiso in the North West of the country. Italy is a peninsula country which means three sides of the country are bordered by Sea. This affects the climate of the country. However Northern Italy is also affected by the mountain ranges and therefore if you were to travel the length of Italy in December for example, you would find contrasting environments.</p> <p>Many countries in Europe are divided into regions; two which may be worth comparison are France and Spain. In Italy, everyday life is dependent on their regional identity, rather than national identity. In terms of the number of regions, Italy is divided into 20 regions which each control their own affairs. These regions are subdivided into 110 provinces.</p>	<p>southern hemispheres, with both experiencing different amounts of daylight at different times. The equator passes through 11 countries: Indonesia, Gabon, São Tomé and Príncipe, Republic of the Congo, Democratic Republic of the Congo, Uganda, Kenya, Somalia, Ecuador, Colombia, Brazil</p> <p><b><u>B:4 - Mountains, Volcanoes and Earthquakes</u></b></p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Geography Curriculum Progression**


**St Julian's Church School**

			<p>Further still these provinces are divided into 8100 'communes' each with their own mayor.</p> <p><b><u>Bay of Naples</u></b> The Bay of Naples is an arm of the Mediterranean Sea southwest of the city of Naples, southern Italy. It is 10 miles (16 km) wide and extends South-eastward for 20 miles. The major port is Naples; other coastal towns along the bay are Pozzuoli and Sorrento. Along the bay shore are the extensive ruins of the ancient cities of Pompeii and Herculaneum.</p> <p><b><u>A:6 - Coasts and Rivers in the UK &amp; The Water Cycle</u></b></p> <p><b><u>Local</u></b> Rivers: the River Avon, the River Torridge (near Skern Lodge/Appledore) Coasts: Devon and Cornwall</p> <p><b><u>National</u></b> Rivers: the River Severn (UK's longest river), the River Thames Coasts: The White Cliffs of Dover (popular England), Pembrokeshire Coast National Park (popular Wales)</p> <p><b><u>International</u></b> Rivers: the River Nile (Egyptian River), the River Ganges (Indian River) Coasts: Bay of Naples (Italian Coast), Aegina (Greek Coast)</p> <p><b><u>B:2 - The World's Climate Zones and Biomes</u></b></p> <p><b><u>Continents</u></b> The seven continents are Africa, Antarctica, Asia, Oceania, Europe, North America, South America. Russia is part of both Europe and Asia.</p> <p><b><u>Oceans</u></b> The five world oceans are the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean.</p>	
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



**Geography Curriculum Progression**

**St Julian's Church School**

			<p><b><u>Equator</u></b>                  The Earth's Equator is the imaginary line that runs around the centre of the globe at 0 degrees latitude, at equal distance between the North and South Poles. Like the other lines of latitude, it's based on the Earth's axis of rotation and its orbit around the sun. The Equator is just under 25,000 miles long, wrapping around the entire Earth. The Equator divides the Earth into northern and southern hemispheres, with both experiencing different amounts of daylight at different times. The equator passes through 11 countries: Indonesia, Gabon, São Tomé and Príncipe, Republic of the Congo, Democratic Republic of the Congo, Uganda, Kenya, Somalia, Ecuador, Colombia, Brazil</p> <p><b><u>B:5 - The Americas and comparing regions within</u></b></p> <p><b><u>B6: Mapping Wellow and fieldwork</u></b></p>	
<p><b>Human Features</b></p>  <p><b>Human Features</b></p>	<p>Understand the effect of the changing seasons on the world around them</p> <p>Provide opportunities to note and record the weather</p>	<p><b><u>A:2 - The UK (countries, capitals and seas)</u></b>                  Flags of the United Kingdom, Scotland, England, Wales and Northern Ireland</p> <p>A city is a large place where people live and work together closely.</p> <p>What is a capital city?                  A capital city is a city where the government works.</p> <p>In the UK, the King or Queen (monarch) decides when a town is big enough to be called a city.</p> <p>Our closest city is Bath (5 miles away), then Bristol (14 miles away), then Wells (15 miles away).</p> <p><b><u>A:4 - Seasonal and Daily weather patterns &amp; Hot and Cold places</u></b>                  Weather conditions affect how humans dress and in some cases the building of their homes. Some jobs are affected by the weather, such as farming, selling ice creams etc.</p>	<p><b><u>A:2 - The UK (physical geography)</u></b>  <b>What is a region?</b>                  The regions, formerly known as the government office regions, are the highest tier of sub-national divisions in England, established in 1994.</p> <p><b><u>Local Region</u></b> - the South West of England                  The boundaries of the South West region are based upon those devised by the central government in the 1930s for civil defence administration. The large area of the region, stretching as it does from the Isles of Scilly to Gloucestershire, encompasses diverse areas which have little more in common with each other than they do with other areas of England.</p> <p><b>What is a county?</b>                  A county is a way of dividing up the UK into smaller pieces of land to help with running that area.</p> <p><b>What is the difference between a city and a capital city?</b> <i>(revision from Y1/2)</i>                  A city is a large place where people live and work together closely. Whereas a capital city is a city</p>	<p><b><u>A:2 - The UK (human geography)</u></b>  <b>Settlements</b>  <b><u>Overview</u></b>                  Early settlers often looked for certain features in an area to make life easier:</p> <ul style="list-style-type: none"> <li>- flat land, to make building easier and safer</li> <li>- local raw materials, eg wood and stone, to build homes</li> <li>- a local water supply for drinking, washing, cooking and transport</li> <li>- dry land, so that people could build on areas that don't flood</li> <li>- a defensible site, eg a hilltop or river bend, to protect from attackers</li> <li>- good farm land with fertile soils, so people could grow crops</li> <li>- shelter, eg to protect from bad weather</li> <li>- transport links, eg a ford or low crossing point of a river</li> </ul> <p>The Industrial Revolution made a very big difference to how people lived and worked – many towns grew in size during this industrial boom-time.</p>

## Geography Curriculum Progression

### St Julian's Church School

		<p>There are things people can do to prepare for dangerous weather. During a hurricane it is important not to stay anywhere that might flood. It is also important to stay indoors. The power might go out so it is important to have torches and emergency supplies like food and water. People may also board up their windows to help protect their house.</p> <p><b><u>A:6 - Simple map skills and field work (school and village)</u></b> Teach children some simple map symbols that indicate human features on a map - for our local area will be church, school, roads, bridge</p> <p><b><u>B:2 - The World's continents and Oceans &amp; Hot and Cold Places</u></b> <u>Hot Places</u> Houses - designed to keep cool, some designed for floods during wet seasons Clothes - sun cream, cool clothing Activities - beach, swimming</p> <p><u>Cold Places</u> Houses - designed to keep warm Clothes - warm clothing Activities - ski, dog sledding, fishing</p> <p><b><u>B:4 - Comparing and local area and Hong Kong</u></b></p> <p><b><u>B:6 - Simple map skills and field work (school and village)</u></b> Teach children some simple map symbols that indicate human features on a map - for our local area will be church, school, roads, bridge</p>	<p>where the government works. Our closest city is Bath (5 miles away), then Bristol (14 miles away), then Wells (15 miles away).</p> <p><b>What is a human geographical landmark?</b> A landmark is an object or feature of a place that is easily seen and recognised from a distance, especially one that enables someone to establish their location. A human geographical landmark is a feature of the landscape that was created by humans. Landmarks can encourage visitors to the area where they will spend money.</p> <p><u>Local Region</u> - the South West of England The South West of England is known for Cheddar cheese, which originated in the Somerset village of Cheddar, Devon cream teas, crabs, Cornish pasties, and cider. It is also home to the Eden Project, Aardman Animations, the Glastonbury Festival, the Bristol International Balloon Fiesta, trip hop music and Cornwall's surfing beaches. The region has also been home to some of Britain's most renowned writers, including Daphne du Maurier and Agatha Christie, both of whom set many of their works here, and the South West is also the location of Thomas Hardy's Wessex, the setting for many of his best-known novels.</p> <p><b><u>A:5 - Europe and comparing regions within</u></b> Despite being the 2nd smallest continent by area (covering 10.2 million km<sup>2</sup>) it is the 3rd most populous continent in the world – with a population of about 743 million people (about 10% of the world's population). Various cultural traditions and many of the world's best known landmarks are in Europe such as The Eiffel Tower, Colosseum, St Basil's Church in Moscow. Due to the good climate and wealth of natural resources, Europe is a large producer of food.</p> <p>As one of the world's oldest centres of human society, culture and trade, the 46,000 kilometres of Mediterranean coastline have provided opportunities for human activity for many</p>	<p>Many settlements like Birmingham and Radstock grew around natural resources like coal. More people moved to towns and cities during the industrial revolution. Industries have changed over time from primary and secondary (factory work) to largely tertiary services (tourism &amp; services). Modern settlements vary in size as people chose to live in different ways: village, town, city. Transport enables some people to live outside cities and towns as they can commute to access their place of work. Digital technology has also made this increasingly possible as people are able to work from home. People often choose to live near their place of work and as most industries are now services, these function mostly in towns and cities, so more people settle in towns and cities.</p> <p>As towns and cities have grown, some areas have become run down. This is particularly true of some old inner-city areas. Governments have tried to improve conditions in these areas. Problems of old inner-city areas and the city centre include:</p> <ul style="list-style-type: none"><li>- overcrowding</li><li>- poor-quality housing</li><li>- traffic congestion</li><li>- lack of open space</li><li>- old industrial areas (brownfield sites)</li><li>- competition from out-of-town shopping centres</li><li>- expensive land</li></ul> <p>This has encouraged some people and industries to move out of central areas and has contributed to urban sprawl. This can put pressure on greenfield sites on the edge of the city. Some people are concerned about losing green open spaces. Green belts are protected areas that have been set up around some cities to help prevent urban sprawl.</p> <p>Another cause for the urbanisation of rural areas is population increase.</p> <p><u>Local Region</u> - South West of England</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Geography Curriculum Progression

### St Julian's Church School

		<p>millennia. Evidence of the sea's importance and impact can be found in its history, settlements, industries, languages and culture, from Ancient Egypt to the present day. Its relatively small size makes it ideal for transportation and trade between the many cities on its coast: a meeting place for people and goods from three continents. The sea is a source of natural resources, and the region's mild climate makes it congenial for human settlement, agriculture and tourism.</p> <p>Italy is divided into regions; each region has its own traditional dress, festivals, food, drinks, music and Saints. As you travel through Italy you will also hear many different accents and dialects of the Italian language. These ancient dialects have been influenced by many factors: the French and German borders; by countries who conquered Italy over time and by increasing regional unity and trade. Just as the UK has "BBC English", Florence is said to be the place where Italian can be heard "correctly". Even though it is a small country, these regions are very distinctive, particularly when you consider the north/south divide of the country. The north of Italy is populated by factories and banks, making it an important economic centre for the country. The south of Italy relies very heavily on tourism and therefore the Mediterranean climate and the Mediterranean Sea are essential in order to bring visitors to the area. Some of the most beautiful beaches in the world can be found around the island of Sardinia which, whilst belonging to Italy, has its own unique features.</p> <p><u>Bay of Naples</u> Naples is currently home to nearly a million residents and 3.1 million live in the bay area. In 1995, the historic city centre was designated a UNESCO World Heritage Site. Naples is the most densely populated city in Italy. The Bay of Naples is a centre of tourism for Italy, with many houses and hotels built into cliff sides. Naples has some famous museums filled with Ancient Roman artefacts. The main jobs are in tourism,</p>	<p>The South West region is largely rural, with small towns and villages; a higher proportion of people live in such areas than in any other English region. The largest cities and towns are Bristol, Plymouth, Bournemouth, Poole, Swindon, Torbay, Gloucester, Cheltenham, Exeter, Bath, Weston-super-Mare, Taunton, Salisbury, and Weymouth.</p> <p><b>How has our local area become more urban?</b> See aerial view of Radstock 1930s</p> <p><b>Why did people settle in and around Bristol?</b> Modern response:</p> <ul style="list-style-type: none"><li>- close to amenities</li><li>- good transport links, eg buses and train services</li><li>- close to shops</li><li>- good choice of cafes, pubs and restaurants</li><li>- a variety of entertainment, eg cinema, parks and theatres</li><li>- close-knit communities</li><li>- more job opportunities</li><li>- local schools</li><li>- colleges and universities</li></ul> <p><b><u>A:5 - Global Trade and Fair Trade</u></b> Top ten most traded items in the world: Crude oil, Coffee, Natural gas, Gold, Brent oil, Silver, Sugar, Corn, Wheat, Cotton.</p> <p><u>Global Trade Links</u> Less developed countries: <i>-Lower average income and higher levels of poverty.</i> <i>-Poorer average living conditions and services such as education and healthcare.</i> E.g. Malawi, Peru, Ecuador, Ethiopia. Primary stages of production (farming, extraction) often take place in these locations.</p> <p>More developed countries: <i>-Higher average income and lower levels of poverty.</i> <i>-Higher average quality living conditions and services such as education.</i> E.g. USA, UK, Denmark, Sweden.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


**Geography Curriculum Progression**

**St Julian's Church School**

			<p>manufacturing and food production. A famous food is pizza and half of Europe's tomatoes are grown in the Naples area.</p> <p><b><u>A:6 - Coasts and Rivers in the UK &amp; The Water Cycle</u></b> Identify human features near and around coastlines and rivers. Understand the impact of human development on coastlines and rivers with regards to coastal erosion and town development.</p> <p><b><u>B:2 - The World's Climate Zones and Biomes</u></b> Discuss how human settlement and development is often influenced by the local climate, eg types of buildings lived in and modes of transport. Begin to understand the impact of human development on climate change and vice versa.</p> <p><b><u>B:5 - The Americas and comparing regions within</u></b></p> <p><b><u>B6: Mapping Wellow and fieldwork</u></b> Teach children a range of simple map symbols that indicate human features on a map. Find these symbols of maps of the local area.</p>	<p>Secondary and often tertiary stages of supply chain (manufacturing, transportation and retail).</p> <p>Usually more developed countries such as the UK export valuable manufactured goods such as electronics and cars and import cheaper primary products such as tea and coffee.</p> <p>The human and physical geography of the UK determines what we export. Physical - climate, temperate and maritime, natural resources and land mass Human - education, skills and jobs of population, technology, development level and wealth.</p> <p>The level of development of a country also influences the highest-value export. e.g. education and skills of population, technology, communications, transport links and accessibility, manufacturing facilities.</p> <p><b><u>The USA - highest value export</u></b> The human geography of the USA determines its highest-value export: capital goods (air crafts, motor vehicle parts, computers, telecommunications equipment). North America makes the most money from exporting high value and complicated manufactured products. <i>Why?</i></p> <ul style="list-style-type: none"><li>- The population have the necessary education and skills to make complicated and expensive products.</li><li>- The country has the machinery and technology to produce these items.</li><li>- Good transport links and communication systems in the country make it an attractive place for big companies to base themselves.</li></ul> <p><b><u>A:6 - compass and map silks (fieldwork)</u></b> Teach children a growing range of map symbols that indicate human features on a map. Find these symbols of maps of the local area and the UK.</p>
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Geography Curriculum Progression**

**St Julian's Church School**

				<p><b><u>B:2 - The World's Zones</u></b>  <u>Population</u>          Population density - When the population of an area is described as DENSELY populated there are lots of people in one area          When the population is described as SPARSELY populated there are few people in one area.          Population distribution          The distribution is how the people are spread out. This can be EVEN or UNEVEN.</p> <p><u>Factors affecting population density</u>          Environmental and human factors affect the spread of people across the world.          Factors attracting settlement          Temperate climate - eg the UK.          Low-lying flat fertile land.          Good supplies of natural resources - eg building resources.</p> <p><b><u>B:4 - Mountains, Volcanoes and Earthquakes</u></b></p>
<p><b>Physical Features</b></p>  <p><b>Physical Features</b></p>	<p>Where I live and play -          What is it like in this place?</p>	<p><b><u>A:2 - The UK (countries, capitals and seas)</u></b>          A sea is an area of salt water.          A beach is the area where the sea meets the land.</p> <p><b><u>A:4 - Seasonal and Daily weather patterns &amp; Hot and Cold places</u></b>          Weather conditions change daily, and are measured by the speed of the wind, the amount of rainfall and the air temperature.</p> <p>Clouds are made of tiny droplets of water that float in the air. When it rains, the clouds release the water. When there are lots of clouds it is cooler because the sun's rays can't warm the earth. When there are less clouds it is warmer because the sun's rays can warm the earth.</p> <p>The four seasons are Spring, Summer, Autumn and Winter. Colder weather comes in Autumn and Winter and warmer weather comes in Spring and Summer. Our days of sunlight are longest in the Summer and shortest in the Winter. The tilting of</p>	<p><b><u>A:2 - The UK (physical geography)</u></b>          A landmark is an object or feature of a place that is easily seen and recognised from a distance, especially one that enables someone to establish their location. A physical geographical landmark is a naturally occurring feature of the landscape. Landmarks can encourage visitors to the area where they will spend money.</p> <p><b>Mountains</b>          A mountain is a landform that rises high above the surrounding terrain in a limited area. They are made from rocks and earth. Generally, mountains are higher than 600 metres. Those less than 600 metres are called hills. Mountains are often found together in a group called a mountain range.</p> <p><u>Local Region</u> - the South West of England          The only true mountains in southwest UK are the Brecon Beacons and neighbouring ranges, all contained within Brecon Beacons National Park, though even these are not especially dramatic or</p>	<p><b><u>A:2 - The UK (human geography)</u></b>  <b>Agriculture</b>  <u>Overview</u>          Physical factors will determine which type of farming takes place in a particular area. Climate, relief and soils are the dominant factors in determining which crops will grow and which animals are suited to the landscape. Human factors, such as proximity to markets, are important with some types of farming, such as market gardening.</p> <p><i>Arable farming</i>          Arable farming is common in the south east where the summers are warm and the land is low, flat and fertile. The south east also has good transport links and farms are close to markets in towns and cities such as London.</p> <p><i>Market gardening</i>          Human factors such as finance and proximity to markets are important to market gardening. It is</p>

**Geography Curriculum Progression**

**St Julian's Church School**

	<p>the earth on its axis as it rotates around the sun results in seasons where weather changes. Different types of weather are more common in certain seasons.</p> <p>In warmer climates it tends to be very sunny (so have a high temperature) and not have much rain. Colder climates have very low temperatures so rather than rain it is likely to snow.</p> <p>Some weather can be very dangerous. A flood is an overflow of water. A hurricane is a storm with very strong winds. Hurricanes can cause flooding.</p> <p><b><u>A:6 - Simple map skills and field work (school and village)</u></b> Teach children some simple map symbols that indicate physical features on a map. For our local area this will be fields, river, simple contour lines to show we are in a valley</p> <p><b><u>B:2 - The World's continents and Oceans &amp; Hot and Cold Places</u></b> <b><u>Seas and Oceans</u></b> Seas are smaller than oceans and are usually located where the land and ocean meet. Typically, seas are partially enclosed by land. Seas are found on the margins of the ocean and are partially enclosed by land.</p> <p><b><u>Climate</u></b> Cold - long, cold winters, cool summers, snow Temperate - mild summers, cool winters, rain Warm - hot summer, warm winter, not much rain Tropical - dry, hot season and wet, warm season</p> <p><b><u>Hot Places</u></b> Weather - mostly dry, very hot, little rain Plants - hardy plants that can survive harsh conditions Animals - animals who have adapted to survive heat, eg. fennec foxes, dung beetles, camels</p> <p><b><u>Cold Places</u></b></p>	<p>craggy compared with Snowdonia in north Wales, or many other peaks further north.</p> <p><b><u>Coasts</u></b> A coastline or a seashore is the area where land meets the sea or ocean, or a line that forms the boundary between the land and the ocean or a lake. Waves, tides, and currents help create coastlines. When waves crash onto shore, they wear away at, or erode, the land. But they also leave behind little parts of the sea, such as shells, sand dollars, seaweeds, and hermit crabs. Sometimes these objects end up as more permanent parts of the coastline. Coastal changes can take hundreds of years. The way coasts are formed depends a lot on what kind of material is in the land and water. The harder the material in the land, the harder it is to erode. Coastlines of granite, a hard rock, stay pretty stable for centuries.</p> <p><b><u>Local Region</u></b> - the South West of England Most of the region is located on the South West Peninsula, between the English Channel and Bristol Channel. It has the longest coastline of all the English regions, totalling over 700 miles (1,130 km). Much of the coast is now protected from further substantial development because of its environmental importance, which contributes to the region's attractiveness to tourists and residents.</p> <p><b><u>Rivers</u></b> A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river. A river flows along a channel with banks on both sides and a bed at the bottom. If there is lots of rainfall, or snow or ice melting, rivers often rise over the top of their banks and begin to flow onto the floodplains at either side.</p> <p><b><u>Local Region</u></b> - the South West of England The River Avon is an English river in the south west of the country. To distinguish it from a number of</p>	<p>common in East Anglia where fruit, vegetables and flowers are grown.</p> <p><b><u>Hill sheep farming</u></b> Hill sheep farming takes place in the north and west of Britain in highland areas such as Snowdonia and the Lake District. There are cool summers and high rainfall. The climate and steep land make these areas unsuitable for growing crops.</p> <p><b><u>Dairy farming</u></b> Dairy farming is common in the south west and the west of England where the climate is warm and wet. There are also good transport links and good access routes to markets in these areas. The land may be flat or hilly, but not too steep.</p> <p><b><u>Mixed farming</u></b> Mixed farming is found in areas where the climate and relief suit both crops and animals. It needs to be warm, but not too wet, and the soils need to be fertile and flat. Mixed farms need good transport links and accessibility to markets.</p> <p><b><u>Local Region</u></b> - South West of England Predominant farm types in the South West region in 2019 were Grazing Livestock farms which accounted for 36% of farmed area in the region, Cereals farms and Dairy farms which covered an additional 20% and 18% of farmed area each.</p> <p><b><u>Why would the South West of England have mostly Grazing Livestock farms?</u></b> The climate is warm and wet. There are also good transport links and good access routes to markets in these areas. The land is mostly flat or hilly, but not too steep.</p> <p><b><u>A:5 - Global Trade and Fair Trade</u></b> Everything we want and need cannot be sourced within the national borders of the United Kingdom. We therefore import items such as food products from other countries. The physical geography of the UK prevents us from growing certain foods here -</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Geography Curriculum Progression**

**St Julian's Church School**

	<p>Weather - very cold, snow and ice Plants - hardy plants that can survive harsh conditions Animals - animals who have adapted to survive cold, eg. penguins, polar bears, seals</p> <p><b><u>B:4 - Comparing and local area and Hong Kong</u></b></p> <p><b><u>B:6 - Simple map skills and field work (school and village)</u></b></p> <p>Teach children some simple map symbols that indicate physical features on a map. For our local area this will be fields, river, simple contour lines to show we are in a valley</p>	<p>other rivers of the same name, this river is often also known as the Bristol Avon. The name 'Avon' is a cognate of the Welsh word afon, meaning 'river'. The Avon rises just north of the village of Acton Turville in South Gloucestershire, before flowing through Wiltshire. In its lower reaches from Bath to the Severn Estuary at Avonmouth near Bristol, the river is navigable and known as the Avon Navigation. It is 83 miles long.</p> <p><b><u>A:5 - Europe and comparing regions within</u></b></p> <p>The sea surrounds Italy, and mountains crisscross the interior, dividing it into regions. The Alps cut across the top of the country and are streaked with long, thin glacial lakes. From the western end of the Alps, the Apennines mountains stretch south down the entire peninsula. West of the Apennines are wooded hills that are home to many of Italy's historic cities, including Rome. In the south are hot, dry coastlands and fertile plains where olives, almonds, and figs are grown.</p> <p><b><u>Bay of Naples</u></b></p> <p>Mount Vesuvius dominates the Bay of Naples, and is the only active volcano on mainland Europe to have erupted in the last 100 years. The area has a number of beaches, and small islands like Capri and Ischia. The land surrounding Mount Vesuvius area is very fertile (good for growing crops – wine and tomatoes) - this is due the high level of nutrients and minerals found in volcanic soils.</p> <p><b><u>A:6 - Coasts and Rivers in the UK &amp; The Water Cycle</u></b></p> <p><b>What is a physical geographical landmark?</b> A landmark is an object or feature of a place that is easily seen and recognised from a distance, especially one that enables someone to establish their location. A physical geographical landmark is a naturally occurring feature of the landscape. Landmarks can encourage visitors to the area where they will spend money.</p> <p><b>Coasts</b></p>	<p>climate and limited space means we are unable to grow enough/the range of foods we require.</p> <p>The human and physical geography of the UK determines what we export. Physical - climate, temperate and maritime, natural resources and land mass Human - education, skills and jobs of population, technology, development level and wealth.</p> <p>The physical geography of a country can influence what the highest-value export is - natural resources, coasts, rivers and lakes, climate.</p> <p><b><u>Liberia - highest value export</u></b></p> <p>The physical and human geography of Liberia determines its highest-value export: rubber. Rubber comes from the rubber tree which produces a milky white sap (latex rubber).</p> <p><i>Why?</i></p> <ul style="list-style-type: none"> <li>- Rubber trees require a specific climate (tropical and very humid).</li> <li>- Education in Liberia was greatly affected by the Liberian Civil War which lasted a total of 14 years. Although it ended in 2003, the country and services are still recovering; supplies are low and there is a shortage of qualified teachers. This reduces peoples' access to the education that might allow them to work in a much broader range of jobs.</li> </ul> <p><b><u>A:6 - compass and map silks (fieldwork)</u></b></p> <p>Teach children a growing range of map symbols that indicate physical features on a map. Find these symbols of maps of the local area, the UK and the world.</p> <p><b><u>B:2 - The World's Zones</u></b></p> <p><b><u>Natural Resources</u></b> Materials in the natural environment Useful to humans Unevenly distributed Exhaustible</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Geography Curriculum Progression

### St Julian's Church School

		<p>A coastline or a seashore is the area where land meets the sea or ocean, or a line that forms the boundary between the land and the ocean or a lake. Waves, tides, and currents help create coastlines. When waves crash onto shore, they wear away at, or erode, the land. But they also leave behind little parts of the sea, such as shells, sand dollars, seaweeds, and hermit crabs. Sometimes these objects end up as more permanent parts of the coastline. Coastal changes can take hundreds of years. The way coasts are formed depends a lot on what kind of material is in the land and water. The harder the material in the land, the harder it is to erode. Coastlines of granite, a hard rock, stay pretty stable for centuries.</p> <p><u>Local Region</u> - the South West of England Most of the region is located on the South West Peninsula, between the English Channel and Bristol Channel. It has the longest coastline of all the English regions, totalling over 700 miles (1,130 km). Much of the coast is now protected from further substantial development because of its environmental importance, which contributes to the region's attractiveness to tourists and residents.</p> <p><b>Rivers</b> A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river. A river flows along a channel with banks on both sides and a bed at the bottom. If there is lots of rainfall, or snow or ice melting, rivers often rise over the top of their banks and begin to flow onto the floodplains at either side.</p> <p><u>How rivers are shaped and formed:</u> Rivers generally begin in upland areas. When rain water and melting snow collects on high ground, it begins to form little streams, which flow downhill because of gravity. These small streams, brooks, or creeks join together, becoming larger and larger until they form rivers.</p>	<p>Will eventually run out Raw materials which are often then manufactured Price for these resources vary Valuable Important source of income for many countries</p> <ul style="list-style-type: none"><li>- Air</li><li>- Cobalt</li><li>- Colton</li><li>- Fossil Fuels</li><li>- Stainless Steel</li><li>- Timber</li><li>- Soil</li><li>- Uranium</li><li>- Water</li><li>- Phosphorite</li></ul> <p>Many resources are only found in certain places, because of the way the Earth formed. For example, diamonds can be mined in the Democratic Republic of Congo and South Africa but not in the UK. This is because the important processes that produce diamonds do not occur everywhere. Humans have to take care of the world's natural resources because lots of natural resources are running out as the Earth is not able to replace them. Many natural resources take millions of years to form.</p> <p><u>Day and Night</u> Daytime is when you can see the sun from where you are, and its light and heat can reach you. Nighttime is when the sun is on the other side of the Earth from you, and its light and heat don't get to you.</p> <p>We get day and night because the Earth spins (or rotates) on an imaginary line called its axis and different parts of the planet are facing towards the Sun or away from it.</p> <p>It takes 24 hours for the world to turn all the way around, and we call this a day. Over a year, the length of the daytime in the part of the Earth where you live changes. Days are longer in the summer and shorter in the winter.</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



**Geography Curriculum Progression**

**St Julian's Church School**

			<p>The water shapes the landscape on its way down, eroding rock and carving out networks of valleys. When it reaches lower ground, rivers widen and take a more winding route, with most rivers eventually emptying out into the sea.</p> <p><i>What are the three stages of a river?</i></p> <ul style="list-style-type: none"><li>- The Upper Course</li><li>- The Middle Course</li><li>- The Lower Course</li></ul> <p><i>Parts of a river:</i></p> <ul style="list-style-type: none"><li>● Source</li><li>● Potholes</li><li>● Waterfalls</li><li>● Rapids</li><li>● Gorges</li><li>● Floodplains</li><li>● Meanders</li><li>●</li></ul> <p><u>Local Region</u> - the South West of England</p> <p>The River Avon is an English river in the south west of the country. To distinguish it from a number of other rivers of the same name, this river is often also known as the Bristol Avon. The name 'Avon' is a cognate of the Welsh word afon, meaning 'river'. The Avon rises just north of the village of Acton Turville in South Gloucestershire, before flowing through Wiltshire. In its lower reaches from Bath to the Severn Estuary at Avonmouth near Bristol, the river is navigable and known as the Avon Navigation. It is 83 miles long.</p> <p><b><u>B:2 - The World's Climate Zones and Biomes</u></b></p> <p><u>Biomes</u></p> <p>A biome is a natural area of plants and animals. The world is divided into lots of different biomes and they are all different depending on their climate.</p> <p><b>Aquatic</b></p> <p>This is the largest biome out there, covering nearly 75% of our planet and can be divided into two main categories: freshwater and saltwater.</p> <p><b>Desert</b></p>	<p><b><u>B:4 - Mountains, Volcanoes and Earthquakes</u></b></p>
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------


Geography Curriculum Progression

St Julian's Church School

			<p>These biomes cover about one fifth of our planet and are extremely dry areas. Depending on their location, they can be either hot or cold. Plants and animals have evolved over time to adapt to the harsh environment.</p> <p><b>Savannah</b> A savanna is a large area of rolling tropical grasslands with scattered trees and shrubs. Savannas have two distinct seasons - wet and dry. With little rain, the savanna is unable to support large amounts of trees. A savanna is also called a tropical grassland.</p> <p><b>Grassland</b> The majority of this biome is made up of a variety of grasses with very few trees or large plants. The two main types of grasslands found are 'tall-grass' (humid and wet), and 'short-grass' (dry). This biome is very popular for farming due to the rich soil.</p> <p><b>Temperate, Deciduous Forest</b> These forests have trees which lose their leaves during winter. They can be found in parts of Europe, North America, New Zealand and Japan.</p> <p><b>Boreal/Taiga Forest</b> Taiga forests are mainly coniferous trees, which do not lose their leaves. These forests experience cold temperatures for most of the year.</p> <p><b>Rainforest</b> Home to a variety of tropical plants and animals and found in regions that are warm all year round. Unfortunately, rainforests now cover less than 6% of our planet but still produce about 40% of our oxygen.</p> <p><b>Tundra</b> This is the coldest biome and therefore has little plant and animal variety. Tundra biomes cover approximately one fifth of the Earth's surface.</p> <p><u>Correlation between Climate Zone and Biomes</u> The Climate Zone is the deciding factor that decides the type of biome. The climate and vice versa influence biome variety, thickness, and spread. When the biome is changed because of <b>human activities</b>, it impacts the climate pattern, which drastically impacts the biome.</p>	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

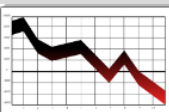
**Geography Curriculum Progression**

**St Julian's Church School**

			<p>Biomes are regions on the earth that are influenced by similar climate patterns and have similar vegetation and wildlife communities. Climate is the longer trend in the weather that defines the weather pattern in a year in general.</p> <p><b><u>B:5 - The Americas and comparing regions within</u></b></p> <p><b><u>B6: Mapping Wellow and fieldwork</u></b> Teach children a range of simple map symbols that indicate physical features on a map. Find these symbols of maps of the local area.</p>	
<p><b>Map Skills</b></p>  <p><b>Maps Skills</b></p>	<p>Draw information from a simple map. Familiarise children with the name of the road, and or village/town/city the school is located in. Offer opportunities for children to draw maps of their immediate environment Draw information from a simple map</p>	<p><b><u>A:2 - The UK (countries, capitals and seas)</u></b> Children need to use the language of North, South, East and West. Children need to view the UK on a globe, a world map and an atlas.</p> <p><b><u>A:4 - Seasonal and Daily weather patterns &amp; Hot and Cold places</u></b> Children need to use the language of North, South, East and West. Children need to understand the significance of the Equator and the Poles. Children need to view the UK on a globe, a world map and an atlas.</p> <p><b><u>A:6 - Simple map skills and field work (school and village)</u></b> Children need to use the language of North, South, East and West. Children need to use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map. Children need to understand the significance of the Equator and the Poles. Children need to use a globe, a world map and an atlas.</p> <p>Maps and plans are views from above or a 'bird's eye view' of a place and use symbols.</p>	<p><b><u>A:2 - The UK (physical geography)</u></b> Children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West. Children need to view the UK on a globe, maps, atlases and digital mapping.</p> <p><b><u>A:5 - Europe and comparing regions within</u></b> Children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West. Children need to view the UK and European regions on a globe, maps, atlases and digital mapping.</p> <p><b><u>A:6 - Coasts and Rivers in the UK &amp; The Water Cycle</u></b> Children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West. Children need to use four-figure grid references, symbols and keys. Children need to use a globe, a variety of maps, atlases and digital mapping.</p> <p><b><u>B:2 - The World's Climate Zones and Biomes</u></b> Children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West. Children need to use a globe, a variety of maps, atlases and digital mapping.</p>	<p><b><u>A:2 - The UK (human geography)</u></b> Children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West as well as symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Children need to view the UK on a globe, maps, atlases and digital mapping.</p> <p><b><u>A:5 - Global Trade and Fair Trade</u></b> children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West as well as symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Children need to view the UK on a globe, maps, atlases and digital mapping.</p> <p><b><u>A:6 - compass and map skills (fieldwork)</u></b> Children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West. Children need to use a compass. Children need to use four and six-figure grid references, symbols and keys. Children need to use a globe, a variety of maps, atlases and digital mapping. A human feature of the environment is built and man-made, whereas a physical feature is a natural feature of the environment.</p>

**Geography Curriculum Progression**

**St Julian's Church School**

		<p>Maps and plans show the distance between places or objects accurately, through using a map scale. They can be drawn at different levels of detail: from the positions of objects in a room (a plan) to the location of countries, continents and oceans in the world (a world map). There are four main compass points which help people to navigate direction: North, South, East and West.</p> <p>A map of the school grounds is a 'smaller scale' map than the map of the classroom as it represents a larger space at a lower level of detail.</p> <p>Using a map scale means the distance between places is shown accurately.</p> <p>Map symbols are pictures to represent human (man-made) and physical (natural) features of the landscape.</p> <p>Symbols are useful as they prevent maps from being covered in too many word labels. Map keys show what each symbol means. An aerial photo is a photograph from above. Photos from above help people draw maps accurately.</p> <p><b><u>B:2 - The World's continents and Oceans &amp; Hot and Cold Places</u></b> Locate the continents and oceans on a world map. Locate the equator on a map.</p> <p><b><u>B:4 - Comparing and local area and Hong Kong</u></b></p> <p><b><u>B:6 - Simple map skills and field work (school and village)</u></b></p>	<p><b><u>B:5 - The Americas and comparing regions within</u></b></p> <p><b><u>B6: Mapping Wellow and fieldwork</u></b></p>	<p>Physical and human features are represented using a range of symbols on maps, and also a map key. Height is shown on Ordnance Survey maps using contour lines. These lines show the shape of the land.</p> <p>The closer together contour lines are, the steeper the slope of the land.</p> <p>Landscape features and places (both human and physical) can be located on an Ordnance Survey map through the use of grid references and grid squares.</p> <p>The 'Eastings' and 'Northings' are the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northing (along the corridor and up the stairs). You also need an the two letter code (e.g. SK 2607) Six-figure grid references enable more accurate readings, as two more figures give the exact location within the grid square identified through the four-figure grid reference.</p> <p><b><u>B:2 - The World's Zones</u></b> children need to use the language of North, North-East, East, South-East, South, South-West, West, North-West as well as symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the World. Children need to view the world's zones on a globe, maps, atlases and digital mapping.</p> <p><b><u>B:4 - Mountains, Volcanoes and Earthquakes</u></b></p>
<p><b>Data</b></p>  <p><b>Data</b></p>	<p>Recognise some environments that are different to the one in which they live</p>	<p><b><u>A:2 - The UK (countries, capitals and seas)</u></b> Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc. Ensure children notice key facts/data about the countries, cities and seas they learn about.</p> <p><b><u>A:4 - Seasonal and Daily weather patterns &amp; Hot and Cold places</u></b></p>	<p><b><u>A:2 - The UK (physical geography)</u></b> Data (facts) provides specific, usually measured, information about a location. This data can help us to understand the physical geography better and to understand how to look after it in the future. Children will use data specific to the UK collected using a globe, maps, atlases and digital mapping as well as researching on the internet.</p>	<p><b><u>A:2 - The UK (human geography)</u></b> <b>Population Overview</b> Overall population of Scotland, England, Wales and Northern Ireland: 67.22 million England: 55.98 million Scotland: 5.454 million Wales: 3.136 million Northern Ireland: 1.885 million</p>

**Geography Curriculum Progression**

**St Julian's Church School**

	<p>Understand the effect of the changing seasons on the natural world around them</p>	<p>Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc.</p> <p>Weather is measured using different tools. A thermometer measures temperature, a rain gauge measures how much rain has fallen and a wind vane shows which way the wind is blowing.</p> <p>A forecast is a prediction, or good guess, about the future. Specifically, weather forecasting is when scientists called meteorologists use many different tools to predict what the weather in the near future will be.</p> <p><b><u>A:6 - Simple map skills and field work (school and village)</u></b></p> <p>Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc. Ensure children understand the data that is included on a map and explore different kinds of maps that show different kinds of data using digimaps.</p> <p><b><u>B:2 - The World's continents and Oceans &amp; Hot and Cold Places</u></b></p> <p>Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc. Ensure children notice key facts/data about the continents and oceans they learn about.</p> <p><b><u>B:4 - Comparing and local area and Hong Kong</u></b></p> <p><b><u>B:6 - Simple map skills and field work (school and village)</u></b></p> <p>Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc. Ensure children understand the data that is included on a map and explore different kinds of maps that show different kinds of data using digimaps.</p>	<p><b><u>A:5 - Europe and comparing regions within</u></b></p> <p>Data (facts) provides specific, usually measured, information about a location. This data can help us to understand the physical geography better and to understand how to look after it in the future. Children will use data specific to European regions collected using a globe, maps, atlases and digital mapping as well as researching on the internet.</p> <p><b><u>A:6 - Coasts and Rivers in the UK &amp; The Water Cycle</u></b></p> <p>Data (facts) provides specific, usually measured, information about a location. This data can help us to understand the physical geography better and to understand how to look after it in the future. Children will use data specific to coasts and rivers collected using a globe, maps, atlases and digital mapping as well as researching on the internet.</p> <p><b><u>B:2 - The World's Climate Zones and Biomes</u></b></p> <p>Data (facts) provides specific, usually measured, information about a location. This data can help us to understand the physical geography better and to understand how to look after it in the future. Children will use data specific to climate zones collected using a globe, maps, atlases and digital mapping as well as researching on the internet.</p> <p><b><u>B:5 - The Americas and comparing regions within</u></b></p> <p><b><u>B6: Mapping Wellow and fieldwork</u></b></p> <p>Data is a collection of facts. We can record data in many different ways - tables, charts, graphs etc. Ensure children understand the data that is included on a map and explore a growing range of maps that show different kinds of data using digimaps. Use maps to compare changes to our local area over time.</p>	<p>Religion across the UK: (2011 census)</p> <p>Christianity (59.5%)          No religion (25.7%)          Islam (4.4%)          Hinduism (1.3%)          Sikhism (0.7%)          Judaism (0.4%)          Buddhism (0.4%)          Other religions (0.4%)          Not stated (7.2%)</p> <p>Average Age:          The median age of the population of the United Kingdom in 2020 was 40.4 years.</p> <p>The UK's overall population is set to reach 73m people by 2037 with the number of people aged 80 and over set to double to 6.1m. The average age of someone in the UK will rise from 39.7 years (2012) to 40.6 years in mid-2022 and 42.8 years by mid-2037.</p> <p>The figures also show a 31% growth in the number of people of state pension age putting it up to 16.1m in 2037.</p> <p><b><i>Why might an ageing population be a problem for the UK in the future?</i></b></p> <p><u>Local Region</u> - South West of England          Population: 5.616 million</p> <p>Religion: (2011 census)</p> <table border="0"> <tr> <td><i>Christian</i></td> <td><i>60.4%</i></td> </tr> <tr> <td><i>Muslim</i></td> <td><i>1.0%</i></td> </tr> <tr> <td><i>Hindu</i></td> <td><i>0.3%</i></td> </tr> <tr> <td><i>No religion</i></td> <td><i>29.3%</i></td> </tr> </table> <p>Average Age:          The region had the oldest median age in England of 44.1 years; in the 2011 census, West Somerset had the UK's oldest average age – almost 48 years.</p> <p>At the 2001 census, the population of the South West region was 4,928,434. It had grown in the</p>	<i>Christian</i>	<i>60.4%</i>	<i>Muslim</i>	<i>1.0%</i>	<i>Hindu</i>	<i>0.3%</i>	<i>No religion</i>	<i>29.3%</i>
<i>Christian</i>	<i>60.4%</i>											
<i>Muslim</i>	<i>1.0%</i>											
<i>Hindu</i>	<i>0.3%</i>											
<i>No religion</i>	<i>29.3%</i>											

Geography Curriculum Progression

St Julian's Church School


				<p>previous 20 years by 12.5% from 4,381,400 in mid-1981, making it the fastest growing region in England.</p> <p><b>Economy</b> <u>Overview</u> The UK is today the fifth-largest economy in the world and the second-largest in Europe after Germany. In 2015, the UK was the ninth-largest exporter in the world and the sixth-largest importer.</p> <p>Historically, most people in Britain worked on the land. Farms still cover more than seventy per cent of the UK, but very few people work in this primary industry today – about one in every hundred. The majority of people living in the UK today work in the service industry, which includes retail (shopping), healthcare (hospitals) and education, having moved from extracting natural resources and manufacturing.</p> <p>The UK is a wealthy country, despite its tiny size. Its wealth is, in part, due to an important event that took place about 250 years ago – it was called the Industrial Revolution. From the late 1700s, people in Britain began to use new machines that helped with farming, mining, making things and then moving them around. New technology enabled fewer people to do more, make more and, in turn, sell more.</p> <p>Today the service sector dominates the UK economy, contributing around 78% of money made. International trade, finance, and insurance are important to the United Kingdom's economy. The country exports, or sells to other countries, electrical equipment, automobiles, aircraft, petroleum (oil), and iron and steel products. The United Kingdom also has important paper, printing, and publishing industries. The main crops include barley, wheat, sugar beets, and potatoes. Farmers also raise cattle, sheep, and pigs.</p>
--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Geography Curriculum Progression

St Julian's Church School

				<p><u>Local Region</u> - South West of England Our local economy (Radstock) used to revolve around mining. This has since changed and most local jobs are in the service sector.</p> <p>The most economically productive areas within the region are Bristol, the M4 corridor and south east Dorset, which are the areas with the best links to London. Bristol alone accounts for a quarter of the region's economy, with the surrounding areas of Gloucestershire, Somerset and Wiltshire accounting for a further quarter.</p> <p>Bristol's economy has been built on maritime trade, including the import of tobacco and the slave trade. Since the early 20th century, however, aeronautics have taken over as the basis of Bristol's economy, with companies including Airbus UK, Rolls-Royce (military division) and BAE Systems (former Bristol Aeroplane Company then BAC) manufacturing in Filton. More recently defence, telecommunications, information technology and electronics have been important industries in Bristol, Swindon and elsewhere.</p> <p>Tourism is also important in the region, and in 2003 the tourist sector contributed £4,928 million to the region's economy. In 2001 the hotel industry was worth £2,200 million, and the region had 13,800 hotels with 250,000 bed spaces.</p> <p><b>Why is tourism such a big deal in the South West of England?</b> <i>THINK: human and physical landmarks (Y3/4)</i></p> <p><b><u>A:5 - Global Trade and Fair Trade</u></b> Explore data linked to UK Exports; what, how much, where, economy</p> <p><b><u>A:6 - compass and map silks (fieldwork)</u></b> Explore a wide range of maps that show different kinds of data using digimaps. Use maps and other</p>
--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Geography Curriculum Progression**  
**St Julian's Church School**

				<p>data to compare changes to the UK and the world over time.</p> <p><b><u>B:2 - The World's Zones</u></b> Use data such as population numbers, climate, weather patterns etc to better understand the different world zones.</p> <p><b><u>B:4 - Mountains, Volcanoes and Earthquakes</u></b></p>
<p><b>Climate</b></p> 	<p>Understand the effects of the changing seasons on the natural world around them</p>	<p>The building blocks for this Big Idea are taught in the following units:</p> <p><b><u>A:4 - Seasonal and Daily weather patterns &amp; Hot and Cold places</u></b> The weather refers to the current conditions of the atmosphere, including temperature, wind and rain. It can change on a daily basis. Not to be confused with climate which is the average and longer term weather conditions.</p> <p>Weather is affected by the seasons. Seasons are related to months of the year.</p> <p>Climate refers to the average weather conditions over a long period of time.</p> <p><b><u>B:2 - The World's continents and Oceans &amp; Hot and Cold Places</u></b> Climate refers to the average weather conditions over a long period of time. Different parts of our world experience different climates due to their location.</p>	<p><b><u>A:2 - The UK (physical geography)</u></b> The UK has a temperate climate. In general, this means that Britain gets cool, wet winters and warm, wet summers. It rarely features the extremes of heat or cold, drought or wind that are common in other climates. The weather conditions are also very changeable. Not all parts of the UK have the same climate.</p> <p>The general pattern of the climate across the UK has four distinct regions: south-east – cold winters, warm and dry summers south-west – mild and very wet winters, warm and wet summers north-west – mild winter, cool summers and heavy rain all year north-east – cold winter, cool summers and steady rain all year</p> <p><b><u>A:5 - Europe and comparing regions within</u></b> Europe has 3 main climate zones: polar, temperate and Mediterranean. The tundra and taiga in Russia are features of the polar climate. Russia has 4 biomes: Tundra: a vast, flat, treeless region where the subsoil is permanently frozen Taiga: a forest of the cold, subarctic region. Temperate Rainforest: forests that consist predominantly of broad-leaved trees that shed their leaves during a season, typically winter. Because they are found in temperate climates, they experience seasons.</p>	<p><b><u>A:2 - The UK (human geography)</u></b> Revisit and revise Y3/4 content, but begin to discuss and understand that in recent years the UK has suffered some extreme weather conditions and this is linked to climate change.</p> <p><b><u>A:5 - Global Trade and Fair Trade</u></b> Consider the potential impact of climate change on the global trade market.</p> <p><b><u>A:6 - compass and map silks (fieldwork)</u></b> Use digimaps to understand and explore the impact of climate changes on the world.</p> <p><b><u>B:2 - The World's Zones</u></b> <b>Polar/cold</b> climates have temperatures which are usually below freezing and can reach -60°C in winter. Polar areas are usually covered by snow and ice throughout the year. <b>Temperate</b> climates vary greatly at different times of year, with four distinct seasons. <b>Mediterranean</b> climates have long, warm, dry summers and wet winters. <b>Arid/hot</b> climates lack natural water sources, with little rainfall. They are very dry and hot. <b>Tropical</b> Climates have high temperatures, rainfall and humidity all year. Some areas may have a wet and dry season. <b>Mountains</b> have a different climate to their surrounding areas. The temperature on mountains becomes colder the higher the altitude gets. They also tend to have much wetter climates than the surrounding land.</p>




**Geography Curriculum Progression**

**St Julian's Church School**

			<p>Alpine: Alpine biome describes an ecosystem that doesn't contain trees due to its high altitude. These biomes are found in mountainous regions across the globe. Their elevation normally ranges between 10,000 feet (3,000 metres) and the area where a mountain's snow line begins.</p> <p>The country of Italy has a mostly Mediterranean climate characterised by hot, dry summers and cold, rainy winters. But at nearly 1,200 kilometres (736 miles) in length north to south, Italy also has a variety of sub- and micro-climates where seasonal weather can differ greatly from national norms.</p> <p><u>Bay of Naples</u> Bay of Naples is a Mediterranean climate with warm, dry summers and cool, mild winters.</p> <p><b><u>A:6 - Coasts and Rivers in the UK &amp; The Water Cycle</u></b> Use data such as photos to understand how climate change is impacting coasts and rivers through flooding. Use local / South West floods from recent years as an example.</p> <p><b><u>B:2 - The World's Climate Zones and Biomes</u></b> <b>Polar/cold</b> climates have temperatures which are usually below freezing and can reach -60°C in winter. Polar areas are usually covered by snow and ice throughout the year. <b>Temperate</b> climates vary greatly at different times of year, with four distinct seasons. <b>Mediterranean</b> climates have long, warm, dry summers and wet winters. <b>Arid/hot</b> climates lack natural water sources, with little rainfall. They are very dry and hot. <b>Tropical</b> Climates have high temperatures, rainfall and humidity all year. Some areas may have a wet and dry season. <b>Mountains</b> have a different climate to their surrounding areas. The temperature on mountains becomes colder the higher the altitude gets. They</p>	<p><u>Climate Change</u> Climate change is a term used by experts when describing the way that both weather and climate systems are changing as a result of mankind's industrial activity across the world.</p> <p><b><u>B:4 - Mountains, Volcanoes and Earthquakes</u></b></p>
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Geography Curriculum Progression**

**St Julian's Church School**

			<p>also tend to have much wetter climates than the surrounding land.</p> <p><b><u>Climate Change</u></b> Climate change is a term used by experts when describing the way that both weather and climate systems are changing as a result of mankind's industrial activity across the world.</p> <p><b><u>B:5 - The Americas and comparing regions within</u></b></p> <p><b><u>B6: Mapping Wellow and fieldwork</u></b> Use digimaps to understand the climate of the local area.</p>	
<p><b>Interdependence</b></p>  <p>Interdependence</p>	<p>Encourage children to observe how animals behave differently as the seasons change</p>	<p>The building blocks for this Big Idea are taught in all units in a general manner to ensure children understand that interdependence exists between countries, populations, physical features and human features.</p>	<p><b><u>A:2 - The UK (physical geography)</u></b> The physical features of the UK have influenced where people have chosen to settle and transport links. Identify why early settlers may have chosen Bath and Bristol.</p> <p>Physical features and tourism are closely interdependent - identify key areas of interest in the UK for tourists.</p> <p><b><u>A:5 - Europe and comparing regions within</u></b> The areas surrounding the Mediterranean Sea contain some of the world's famous tourist destinations. Tourism thus accounts for a major source of income for the coastal Mediterranean countries. Major cities like Alexandria, Rome, Venice, Beirut, Athens, Marseille, Tel Aviv, etc are located along the Mediterranean Sea. The sea and the regions surrounding it are also very economically viable through fishing and agriculture.</p> <p>The south of Italy relies very heavily on tourism and therefore the Mediterranean climate and the Mediterranean Sea are essential in order to bring visitors to the area.</p> <p><b><u>A:6 - Coasts and Rivers in the UK &amp; The Water Cycle</u></b></p>	<p><b><u>A:2 - The UK (human geography)</u></b> Understand the interdependence between physical features, human development and agriculture in the UK.</p> <p><b><u>A:5 - Global Trade and Fair Trade</u></b> Use import/export routes to notice interdependence on a global scale. What food is imported into the UK?</p> <p><b><u>Cotton Supply Chain</u></b> Stages of the supply chain often occur at different locations around the world. Cotton clothing is a manufactured product that contains raw materials from different locations. Cotton needs to be processed, packaged and transported from one location to another as it is transformed into the finished product.</p> <ul style="list-style-type: none"> <li>- Primary- The raw material cotton is harvested in Peru and zips/buttons are imported from India and China.</li> <li>- Secondary- These materials are all transported to Turkey where they meet and are manufactured in factories to make the finished product (cotton t-shirts, jumpers and other items).</li> <li>- Tertiary- The finished clothing items are then transported to stores in different locations around the globe. Many are</li> </ul>

**Geography Curriculum Progression**

**St Julian's Church School**

		<p>We can use rivers and coasts for a variety of things including:</p> <ul style="list-style-type: none"><li>● transport</li><li>● water supplies for homes and industries</li><li>● conservation, e.g. wildlife protection</li><li>● creating electricity through the use of hydroelectric power</li><li>● sport and recreation activities, such as fishing and canoeing</li></ul> <p><b><u>B:2 - The World's Climate Zones and Biomes</u></b></p> <p>In forest biomes humans alter these by causing deforestation, accidentally introducing invasive species, hunting animals, polluting rivers, spraying pesticides, allowing livestock to graze in forests, and so forth. These changes may be on a small scale, or they may be on a larger scale. For example, deforestation in the Brazilian Amazon has been to the extent that the tropical biome in this area is smaller in absolute size because of humans.</p> <p>Climate change - increasing temperatures are heavily felt towards the poles, which is where much of the tundra biome is located. Higher temperatures lead to longer growing seasons, less permafrost, less snow, and more vegetation in areas that were previously covered in snow and ice. These changes will have cascading effects on the type, distribution, and abundance of the flora and fauna of this region.</p> <p><b><u>B:5 - The Americas and comparing regions within</u></b></p> <p><b><u>B6: Mapping Wellow and fieldwork</u></b></p> <p>Notice links between physical features on a map to human features, e.g. main routes often follow the course of a river (ancient route)</p>	<p>sent to Europe and the North America where there are many consumers who want these products.</p> <p>Global trade links countries together. <a href="https://www.fairtrade.org.uk/what-is-fairtrade/where-fairtrade-works/">https://www.fairtrade.org.uk/what-is-fairtrade/where-fairtrade-works/</a></p> <p><b><u>A:6 - compass and map silks (fieldwork)</u></b></p> <p>Use maps to help explain interdependence in land use by humans.</p> <p><b><u>B:2 - The World's Zones</u></b></p> <p>A rise in human population has meant a rise in the use of natural resources, which has resulted in a greater environmental impact.</p> <ul style="list-style-type: none"><li>- Deforestation</li><li>- Climate change</li><li>- Desertification</li><li>- Ozone depletion</li><li>- Extinction of species - hunting/habitat destruction</li><li>- Soil erosion</li><li>- Food shortages/Fertile land</li><li>- Over fishing/hunting</li></ul> <p><b><u>B:4 - Mountains, Volcanoes and Earthquakes</u></b></p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Geography Curriculum Progression

St Julian's Church School

**End of phase expectations: using and applying their geographical knowledge**

Children must be secure in their recall of core knowledge if they are to be able to use these skills in an advancing or deep way

**Milestone 1 (Year 1 - Year 2)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
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?)	With the support of a teacher, some geographical questions are asked and answered.	Generally, some pertinent geographical questions are asked and answered.	A good range of pertinent geographical questions are asked and answered.
	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area	Guided by a teacher, the key features of a location are identified and described.	There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is.	There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is.
	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world.	There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world.	There is a good knowledge of the countries of the United Kingdom, the world's continents and oceans and a rapidly growing knowledge of other countries around the world.
	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment	With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described.	A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary.	Simple fieldwork techniques are chosen and the key physical and human features of the school are described well using geographical vocabulary
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described.	The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences.	The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons.
	Name and locate the world's continents and oceans.	With the support of a teacher, the world's continents and oceans are named.	The world's continents and oceans are named accurately and there is some application of this knowledge in describing places.	The world's continents and oceans are named accurately and well reasoned descriptions of places in relation to them are provided.

**Geography Curriculum Progression**

**St Julian's Church School**

To 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	With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary.	Some good comparisons, using geographical vocabulary, are applied to contrasting localities.	Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features.
	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.	With the support of a teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles.	Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.	Seasonal weather patterns are understood well, and careful observations of daily weather undertaken. There is a well developed ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.
	Identify land use around the school.	With the support of a teacher, patterns of land use near the school are investigated.	Patterns of land use are investigated and described using geographical language.	Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary.
To communicate geographically	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop</li> </ul>	With the support of a teacher, some basic geographical features are identified and used to describe a place.	A growing repertoire of geographical vocabulary is selected to describe places.	A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places.
	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.	With support from a teacher, compass directions and locational language are used to describe places.	Generally, compass directions are used accurately and locational language used appropriately to describe places.	Compass directions and locational language are used fluently and accurately to describe places with judicious detail.
	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	With the support of a teacher, simple maps, keys and grid references are used.	Simple maps that include keys and simple grid references are created in a number of contexts.	Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for keys are well reasoned.

**Geography Curriculum Progression**

**St Julian's Church School**

**Milestone 2 (Year 3 - Year 4)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To investigate places	Ask and answer geographical questions about the physical and human characteristics of a location	There are some good examples of geographical questions about the characteristics of a location.	A developing range of geographical questions are asked and answered accurately.	Some very pertinent questions that uncover the nature of a location are asked and answered
	Explain own views about locations, giving reasons.	When prompted, views about a location are generated with some use of geographical vocabulary to explain them.	Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.	Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations.
	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Some fieldwork techniques are applied when investigating the local area.	A growing range of fieldwork techniques are chosen and applied when investigating the local area.	Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations.
	Use a range of resources to identify the key physical and human features of a location.	There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.	Resources are chosen in order to investigate and describe the characteristics of places.	Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features.
	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; understand how some of these aspects have changed over time.	With some support from a teacher, knowledge of the counties and cities of the United Kingdom is revised and built upon and some key features of its regions explored.	The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary.	Fluent recall of the counties and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to provide clear descriptions that include well-chosen geographical vocabulary.
	Name and locate the countries of Europe and identify their main physical and human characteristics.	With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.	A growing number of European countries are known and their characteristic features identified using geographical vocabulary.	A large number of European countries are known and criteria are created to show similarities and differences betw

**Geography Curriculum Progression**

**St Julian's Church School**

To investigate patterns	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/ time zones. Describe some of the characteristics of these geographical areas	There is some awareness of the terms that can be used to describe geographical patterns.	There is a good level of application of a growing range of terminology to describe geographical patterns.	There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns
	Describe geographical similarities and differences between countries.	With support from a teacher, similarities and differences between countries are identified.	Criteria are chosen from a list to help describe the similarities and differences between countries.	Well-reasoned criteria are created to describe the similarities and differences between countries.
	Describe how the locality of the school has changed over time.	With the support of a teacher, some of the changes to the locality of the school over time are identified and described using some geographical language.	Geographical language is selected to describe changes to the locality of the school over time.	Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time.
To communicate geographically	Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use.	With guidance from a teacher, some terminology is used to describe locations geographically.	When reminded of the range of known geographical vocabulary, descriptions include a good level of detail.	An in-depth understanding of geographical terms is well chosen to provide accuracy.
	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.	With guidance from a teacher, position and direction is described using some detail and reference to the United Kingdom.	When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.	A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world.

**Milestone 3 (Year 5 - Year 6)**

<b>Learning Objective</b>	<b>Key Indicator</b>	<b>Basic</b>	<b>Advancing</b>	<b>Deep</b>
To investigate places	Collect and analyse statistics and other information in order to draw clear conclusions about locations	With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.	A growing range of statistical and other information is selected and used to draw some conclusions about locations.	A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location

**Geography Curriculum Progression**  
**St Julian's Church School**

	Identify and describe how the physical features affect the human activity within a location.	There is some awareness that physical features of a location affect human activity and some examples are given.	There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given.	A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity.
	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.	Detailed descriptions and opinions of places justified by using a growing range of geographical resources.	Highly detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources.
	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.	Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places.	Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety 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).	There are some good observations about the different representations of a location.	A number of interesting and pertinent observations about various representations of locations are developed and explored.	Some very insightful and well thought out opinions of different representations of a place are presented and explored.
	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; understand how some of these aspects have changed over time.	Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.	There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.	There is an extensive and well developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time.
	Name and locate the countries of North and South America and	There is a growing awareness of the countries of North and South America and, with support, some key characteristics of	There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular	There is a good awareness of the countries of North and South America and a deep understanding of a particular location.



**Geography Curriculum Progression**

**St Julian's Church School**

	identify the main physical and human characteristics of a particular location.	particular location are described.	location.	
To investigate patterns	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night).	With some support, the geographical significance of some geographical features and zones are described.	There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones.	There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones.
	Understand some of the reasons for geographical similarities and differences between countries.	With support, some reasons for geographical similarities and differences between countries are explored.	There is a growing understanding of some of the similarities and differences with some good examples provided.	There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well.
	Describe how locations around the world are changing and explain some of the reasons for change.	With support, changes within locations are described.	There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes.	There is a broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained.
	Describe geographical diversity across the world.	There is some awareness of geographical diversity and some good examples are given.	There is a growing understanding of the range of geographical diversities that exist and some good examples are given.	Many types of diversity are understood and some are explained with a high degree of pertinent geographical description
	Describe how countries and geographical regions are interconnected and interdependent.	There is some awareness of how geographical regions are linked and some examples are given.	There is a growing understanding of various links between geographical regions which are described well.	A wide range of links between geographical regions are understood and described with a high level of accurate detail.
To communicate geographically	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic</li> </ul>	There is some awareness of the key physical and human geographical zones with some examples given.	There is a growing understanding of some of the key physical and human geographical zones with some good examples given.	There is a broad understanding of the key physical and geographical zones with an in-depth understanding of some.

Geography Curriculum Progression  
St Julian's Church School

	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.	With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.	With increasing independence and application of terminology, knowledge of the world is described well.	Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns.
	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	With guidance, maps that identify patterns are created.	Through investigation, patterns are identified and depicted on maps.	Through thorough investigation, a wide variety of patterns are investigated and depicted on maps.

Assessment in Geography

We recognise that the purpose of assessment is to identify where there is under or over provision for learners so that any problem can be addressed promptly. Therefore teachers have a clear understanding of the expectations for their year group and the relevant milestone; know what good learning looks like on a daily basis and over time; and know that it is their understanding of **how** a pupil completes a task or activity enables the pupil to clearly demonstrate **what** they have learned and their **depth** of learning.

Teachers complete ongoing informal assessments on children's learning that help them to identify gaps in learning which can be addressed promptly. These may be in the form of careful questioning, recall quizzes, mind maps or other assessment for learning tasks.

Within and often towards the end of a unit of learning, teachers will select a high quality task that will enable all pupils to demonstrate what they have learned in the unit. This task will be inclusive and not be dependent on a pupils' ability to read or write. These are called POP tasks. It is expected that over time, how well a pupil approaches these POP tasks will evidence for the teacher the depth of a pupils' knowledge and understanding in geography. This evidence will be found in pupils' books.