



# Oasis Academy Pinewood Horizontal Curriculum Progression Map

## Geography



Enquiry Based Geography Curriculum					
	EYFS	Key Stage 1	Lower Key stage 2	Key stage 2	Key stage 3 (taken straight from national curriculum)
<b>Where is this place?</b>	1) Start to explore maps, atlases and globes through puzzles and use of technology (ELG Technology, ELG Shape space and measure)  2) Use aerial images to investigate shape (ELG shape space and measure)  3) Name and locate the United Kingdom on a map. (ELG technology, ELG, Understanding the world, ELG shape space and measure)	<b>1) Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and its surrounding seas</b>  <b>2) Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage</b>  <b>2) Use aerial images and plan perspectives to recognise landmarks and basic physical features</b>	<b>1) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b>  <b>2) locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b>  <b>3) name and locate counties and cities of</b>	1) Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land).  <b>2) locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b>  <b>3) Use the eight points of the compass, six</b>	<ul style="list-style-type: none"> <li>• build on knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field</li> </ul>

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	<p>4) Use compass directions (not necessarily accurately) in play (ELG being imaginative)</p> <p>5) In play, make maps of real and imaginary places eg a treasure map (ELG Writing, ELG shape space and measures, ELG being imaginative)</p>	<p><b>3) Name and locate the world's continents and oceans</b></p> <p>4) Locate the equator, North and South Poles</p> <p><b>5) use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</b></p> <p>6) <b>Devise a simple map; and use and construct basic symbols in a key.</b></p> <p>7) Use simple grid references (A1, B1)</p>	<p>the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p>4) Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Describe some of the characteristics of these areas.</p> <p>5) Use eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the</p>	<p>figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world</p> <p>4) identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p>	
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			United Kingdom and the wider world		
<b>What is it like?</b>	<p>8) Listen to and respond, asking 'how and why' questions about a variety of stories and photos based in different geographical locations and climates (ELG- Listening and attention, Understanding, Speaking)</p> <p>9) Learn songs and dances from a range of countries and cultures (ELG Exploring media and materials)</p> <p>10) Use simple fieldwork and observational skills to study their classroom and home environments</p>	<p>8) Ask and answer Geographical questions Eg What is this place like?</p> <p>What or who will I see in this place? What do people do in this place?</p> <p>9) Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p> <p>10) Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>11) Use simple fieldwork and observational skills to study the geography of the school and key</b></p>	<p>6) Ask and answer Geographical questions about human and physical features of a location</p> <p>7) Use a range of resources to identify the key physical and human features of a location</p> <p>8) Identify the main physical and human characteristics of some countries in Europe</p> <p>9) Use fieldwork to observe and record the human and physical features in the local area using a range of methods including - sketch maps, - plans - graphs - digital technologies</p>	<p><b>4) 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.</b></p> <p>5) Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>6) Physical geography- discuss the impact of; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle on human settlements</p>	<ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> <li>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical</li> </ul>

	<p>(ELG understanding, ELG understanding the world)</p> <p>11) Talk about features of their own immediate environment and how they might vary from one to another. (ELG Understanding the world)</p> <p>Use everyday language to refer to</p> <p>12) Physical features- rough, smooth, leafy, stark, seasons, summer, autumn, winter, spring,</p> <p>13) Human features- busy, crowded, empty, road, street, house, flat, jobs,</p>	<p><b>human and physical features of its surrounding environment.</b></p> <p>10) Identify land use around the school Use basic geographical vocabulary to refer to:</p> <p><b>12) Physical features- rainforest, forest, beach, coast, swamp, hill, mountain, ocean, river, soil, valley, vegetation, season and weather</b></p> <p><b>13) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</b></p>	<p><b>10) Physical geography- Identify the features of the following: rivers, mountains, lakes, volcanoes and the water cycle</b></p> <p><b>11) Human geography including: settlements and land use</b></p>	<p>7) Describe geographical diversity across the world</p> <p>8) Human geography including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>9) Identify and describe the geographical significance of Equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones (including day and night).</p> <p>10) Collect and analyse statistics and other information to draw</p>	<p>and other thematic mapping, and aerial and satellite photographs</p>
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				clear conclusions about locations	
<b>How and why is it changing?</b>	<p>14) Identify different areas of the classroom and outdoor area (ELG Understanding the world) and how these change throughout the day/year</p> <p>15) Notice, and talk about the local weather and start to identify seasons (ELG understanding the world)</p>	<p>14) Describe how droughts affect the land and lives – explain how an area has been spoilt using a case study and give reasons why.</p> <p>15) Identify how some human and physical aspects have changed over time</p>	<p><b>And;</b></p> <p><b>13) analyse human and physical characteristics of the United Kingdom including hills, mountains, cities, rivers, key topographical features and land use patterns;</b></p> <p><b>and</b></p> <p><b>14) understand and illustrate how some of these aspects have changed over time</b></p>	<p>11) Analyse and give views on the effectiveness of different geographical representations the United Kingdom (such as aerial images compared with maps) and</p> <p>12) Topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>13) Categorise how locations around the world are changing and explain some of the reasons for the change eg human impact</p>	<ul style="list-style-type: none"> <li>• use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>• understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:             <ul style="list-style-type: none"> <li>• physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the</li> </ul> </li> </ul>



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					<p>present; and glaciation, hydrology and coasts</p> <ul style="list-style-type: none"> <li>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> </ul>
<p><b>How does this place compare to others?</b></p>	<p>12) Describe similarities and differences in environments that are familiar to them eg home and school. (ELG speaking, ELG, Understanding, ELG Understanding the world)</p>	<p><b>16) Understand and Recognise geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a contrasting non-European country eg Australia</b></p>	<p>15) Compare the similarities and differences between countries in Europe</p> <p><b>16) Understand and Interpret geographical similarities and differences through the study of human and physical geography of a region of the United</b></p>	<p>13) Justify some of the reasons for geographical similarities and difference between countries.</p> <p><b>14) understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United</b></p>	<ul style="list-style-type: none"> <li>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</li> </ul>



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	<p>13) State similarities and differences between one day and the next eg weather</p>	<p><b>15) 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 North and South poles</b></p> <p>16) Explain how human geography differs in geographical locations, depending on the physical features.</p>	<p><b>Kingdom and a region in a European country</b></p>	<p><b>Kingdom and a region within North or South America</b></p>	
<p><b>How and why are places connected?</b></p>	<p>14) Talk about environmental events that are in the news (ELG people and communities, ELG technology)</p> <p>15) Recognise that people have different jobs within the local community (ELG people and communities)</p>	<p>17) Discuss how people and environments are effected by environmental events in the news</p> <p>18) Name and locate some countries in the Commonwealth and talk about the relationship between UK and Commonwealth.</p>	<p>16) Question how environmental events in the news relate to current topic of study</p> <p>17) Analyse the impact of extreme weather on environments and communities</p>	<p>14) Describe how countries and geographical regions are interconnected and interdependent</p> <p>15) Assess how physical features affect the human activity within a location and vice versa.</p>	<ul style="list-style-type: none"> <li>• understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia</li> <li>• understand how human and physical</li> </ul>



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					processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems
<p><b>What should/Could it be like in the future?</b></p> <p><b>What can we do to influence change?</b></p>	<p>18) Predict the next event in a story</p> <p>19) Talk about change in their immediate environment and themselves</p> <p>20) Recognise ways to influence change in their immediate environment and themselves</p>	<p>19) identify positive and negative effects on human and physical geography in an area of study</p> <p>20) Discuss strategies that can be used to inspire change in their local community</p>	<p>18) Explain own views about locations and give reasons</p> <p>19) Demonstrate ways people can inspire change in their local community.</p>	<p>16) Evaluate previous strategies used to influence geographical change on a local, national or international level.</p> <p>17) Predict the impact of human/physical geographical change on an area of study an</p> <p>18) Justify opinions, making reference to topics of study</p> <p>19) Develop a strategy to influence change on a local, national or international level</p>	



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<b>Vocabulary</b>	transport, weather, wildlife habitats,	City, climate, coast, continent, country, equator, environment, grid reference, human geography, infertile, isolated, landscape, location, North, South Pole, ocean, peak, peninsula, physical features, plan, plain, plateau, pollution, port, position, recycling, region, rural, scenery, scenic, soil erosion, suburb, tourist attraction, town, valley, village, slope	Earthquake, fieldwork, interconnected, interdependent, latitude, less developed, limestone, longitude, meander, Mediterranean climate, migration, mouth, natural harbour, natural resources, non-renewable resources, poverty, prosperous, reservoir, residential, resources, settlement, silt, source, tributary, urban, vegetation, volcano, water cycle: hydraulic cycle	Biome, ordnance survey, political map, population density, mining, quarry, raw material, redevelop, seasonal, topographical, trade	



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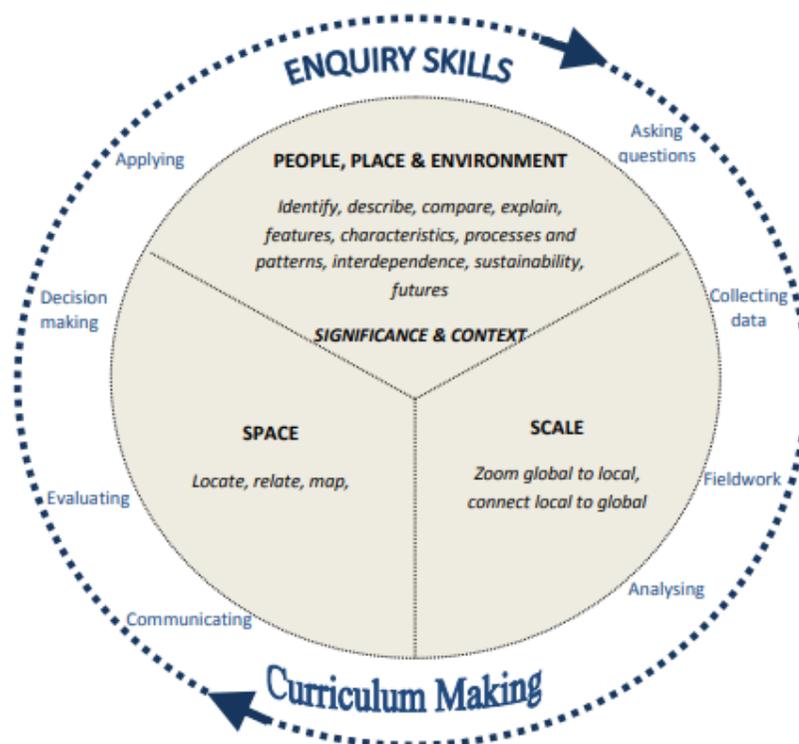
Geography topic Year A	EYFS	KS1	LKS2	KS2
Term One	<p>All about me 2 weeks</p> <p>Space- our place in space, where you live/come from Travel to the observatory</p> <p>Dinosaurs – where did the dinosaurs live/come from Where did they go?</p>	<p>Sam Pepys London</p>	<p>The UK</p>	<p>South America Rainforests</p>
Term Two	<p>Fairy Tales – buildings, habitats, Growing- forest school, spring/seasons Identify local plants, animals Similarities and differences, them growing</p>	<p>Frozen (North, south pole, climate change) (Science- materials)</p>	<p>Invaders and settlers: somewhere the settle</p>	<p>North America</p>
Term Three	<p>Pirates On the farm Visit the local shop</p>	<p>Local Area Study- Collier Row/United Kingdom (Science Plants and animals)</p>	<p>Modern Europe</p>	<p>Earthquakes &amp; Volcanoes</p>

Appendix 2- Lesson Outcomes

**Possible ways for children to communicate their learning:**

drama, dance, captioned photographs, letters, maps (made by them), charts, diagrams, PowerPoint, PicCollage, Explain Everything, Padlet, sorting circles, venn diagrams, graphs, explanations, comparisons, debates, blogs, tweets,

Figure 1 Thinking Geographically



Appendix 3