

PICKHURST ACADEMY - GEOGRAPHY PROGRESSION MAP

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

<u>P</u> roud	<u>I</u> nquisitive	<u>C</u> onfident	<u>K</u> ind	<u>H</u> ealthy	<u>U</u> nderstanding	<u>R</u> espectful	<u>S</u> uccessful	<u>T</u> rustworthy
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CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE

(what we know)

SKILLS

(what we do)

APPRECIATION

(what we value)

ASPIRATION

(who we want to be)

INTENT

Rising Stars Geography provides a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on geographical knowledge but also skills and concepts. It has the same

IMPLEMENTATION

Rising Stars Geography is designed to be delivered by non-specialists, with core geographical knowledge identified and explained throughout. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is recommended as a means of checking

IMPACT

The impact of Rising Stars Geography is evidenced through the pupils' use and understanding of the identified geographical vocabulary and their association of it with relevant images or features. It is evidenced by the use and outcomes of the varied activities, assessments and quizzes provided. It is also demonstrated by the pupils' ability to show progress along the 'observe, use geographical vocabulary to describe, compare, give reasons

PROGRESSION

Skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Skills are not taught in isolation for their own sake, but in interesting and appropriate contexts. By providing a starting point accessible to all pupils, they can each make their own progress along a geographical journey, some getting further than others. The

challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions. Before embarking on implementing the Rising Stars Geography Curriculum it is important for the teacher to take some time to consider carefully if these principles are consistent with the broader school curriculum and apply to their pupils. They can then adapt and make any necessary changes to the content prior to teaching.	pupils’ geographical learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils’ futures. There is emphasis on visual literacy in the use and questioning of these resources, as geography is essentially a visual subject.	and explain what they are learning about’ sequence, and in their acquisition, application and transferability of geographical skills. In particular, it is evidenced by the pupils’ ability, willingness and confidence in addressing and discussing each unit’s key question, giving an ability-indicative response focusing on geographical vocabulary, skills and concepts.	progression sequence below helps facilitate this as it extends geographical knowledge, understanding and thinking. <pre> graph TD A[Observe (through fieldwork and use of photos, artefacts, maps, etc.)] --> B[Acquire appropriate geographical vocabulary] B --> C[Use the vocabulary through geographical talk] C --> D[Use the vocabulary to describe (e.g. geographical features, photos and events)] D --> E[Use the vocabulary to compare (e.g. geographical features, places and events)] E --> F[Ask geographical questions] F --> G[Give reasons for observations and answer questions] G --> H[Give explanations] </pre> Some pupils will be able to progress through the whole sequence at the relevant level, achieving ‘greater depth’ or ‘exceeding expectations’. Although others will get less far, making a start and achieving ‘working towards’, the next step for them is identified. It’s important to remember that this is not a KS1 -> KS2 progression. KS1 pupils can certainly give explanations appropriate to them, but a KS1 explanation will differ from an Upper KS2 explanation. Much of geography is visual (e.g. features of landscapes and urban-scapes) and pictorial (such as photographs, films and maps). It is vital that pupils develop their visual literacy skills and acquire a range of geographical images to accompany their expanding geographical vocabulary. One stereotypical image is insufficient.
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			Rising Stars Geography offers many images to use within the slides.
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TEACHER SUBJECT KNOWLEDGE & SUBJECT DEVELOPMENT

Subject knowledge for teachers

The core geographical knowledge needed by teachers is identified in each session and explained as necessary.

‘Real’ geography teaching and learning

The focus throughout is on contextualized geography, using real, named, localities and environments which can be located on appropriate maps, and avoiding stereotypes. Illustration of the variation in features (not all cliffs are white like those at Dover!) is given wherever possible to overcome this. Throughout the units, knowledge, skills and concepts are brought together holistically, underpinned by the development of a strong and evolving subject vocabulary with which to talk about and discuss the geography being learned.

An enquiry approach is used as a shared experience, with key and supplementary questions, to encourage curiosity, geographical thinking, exploration and research, and to combine relevant knowledge with skills. This hopefully mitigates against a didactic approach and encourages teaching and learning to become a joint pupil / teacher ‘adventure’ or ‘journey’. Pupils will often discover that some of the questions have more than one answer, some of which are ‘better’ than others. This is particularly true when environmental issues are discussed, and experts propose different solutions. Pupils can explore how ‘real world’ decisions are made!

<u>National Curriculum</u>	KS2			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational Knowledge				
<i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i>	End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the ‘countries’ and ‘continents’ on the world map they have made.	End of Year 4, expected: Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can	End of Year 5, expected: Can describe key physical and human characteristics and environmental regions of Europe. Year 5 Unit 2: Europe – A Study of the Alpine Region	End of Year 6, expected: Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin).

	Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude. Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World	identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California). Can use a map or atlas to locate some countries and cities in Europe or North and South America. Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes		Can identify and locate a national or international environmental issue and explain why it is an issue Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment
<i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</i>	End of Year 3, expected: Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).	End of Year 4, expected: Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Year 4 Unit 2: Rivers and the Water Cycle	End of Year 5, expected: Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season). Year 5 Unit 1: Changes in our Local Environment	End of Year 6, expected: Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future. Year 6 Unit 3: Our World in the Future

	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts			
<i>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</i>	End of Year 3, expected: Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night. Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World	End of Year 4, expected: Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator) Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 5, expected: N/A	End of Year 6, expected: Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc. Year 6 Unit 1: South America – The Amazon
Place Knowledge				
<i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a</i>	End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics	End of Year 4, expected: Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city.	End of Year 5, expected: Can locate the UK's major urban areas, knowing some of their distinct characteristics and how	End of Year 6, expected: Can describe similarities and differences in life in cities and in villages and in a range

<i>region in a European country, and a region within North or South America.</i>	of these zones using appropriate vocabulary (e.g. UK in temperate zone). Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts	Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities). Year 4 Unit 1: The Americas	some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK. Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and their management, such as avalanches in mountain regions. Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region	of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin). Year 6 Unit 1: South America – The Amazon
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Human and Physical Geography				
<i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i>	End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding). Year 3 Unit 1: Climate and Weather	End of Year 4, expected: Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g.	End of Year 5, expected: Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade	End of Year 6, expected: Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future

	Year 3 Unit 3: Coasts	make a working model of a volcano, label its features and explain what happens when it erupts).		
		Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes		
<i>Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i>	End of Year 3, expected: Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. Year 3 Unit 3: Coasts	End of Year 4, expected: Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar). Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 5, expected: Can describe key physical and human characteristics and environmental regions of Europe. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources. Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade	End of Year 6, expected: Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation). Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment
Geographical Skills and Fieldwork				

<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>	End of Year 3, expected: Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 3 Unit 3: Coasts	End of Year 4, expected: Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations	End of Year 5, expected: Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from. Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade	End of Year 6, expected: Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area. Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future
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		of earthquakes and volcanoes). Year 4 Unit 1: The Americas Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes		
<i>Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i>	End of Year 3, expected: Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). Can use directional language and grid references when talking about locations. Year 3 Unit 2: Our World	End of Year 4, expected: Can give direction instructions up to eight compass points. Can make a map of a route with features in the correct order and in the correct places. Year 4 Unit 1: The Americas	End of Year 5, expected: Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions). Year 5 Unit 1: Changes in our Local Environment	End of Year 6, expected: Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Can make sketch maps of the local area using symbols, a key and a scale. Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future
<i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using</i>	End of Year 3, expected: Can use fieldwork to measure, record and describe the characteristics	End of Year 4, expected: In a group, can carry out fieldwork in the local area selecting appropriate	End of Year 5, expected: Can use fieldwork to investigate key questions and begin to answer them.	End of Year 6, expected: Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record

<i>a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>	of the temperate zone using appropriate vocabulary. Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts (if possible)	techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes). Year 4 Unit 2: Rivers and the Water Cycle	Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported. Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade	the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital. Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future
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Rising Stars Geography Topic List



KEY STAGE	YEAR	TOPIC NAME	ENQUIRY QUESTION	MAIN CURRICULUM FOCUS	BIG FINISH
KEY STAGE 1	YEAR 1	Our Local Area	What's it like where we live?	Use maps to identify the UK and its countries	Make 3D models of your local area
		People and their Communities	Where in the world do these people live?	Understand geographical features by contrasting the UK with a non-European country	Make a passport ready for take-off!
		Animals and their Habitats	Where do our favourite animals live?	Use compass directions to describe features and routes on a map	Create a 'home in a box'
	YEAR 2	Seasons	What are seasons?	Identify seasonal and daily weather patterns in the UK	Create drawings and paintings inspired by seasonal changes
		Journeys: Food	Where does our food come from?	Describe and understand key aspects of human geography, including trade links	Go on a Great British Picnic
		Our Wonderful World	What are the seven wonders of our world?	Devise a map and use basic symbols in a key	Choose your own seven 'wonders of the world'
LOWER KEY STAGE 2	YEAR 3	Climate and Weather	Why is climate important?	Identify seasonal/daily weather patterns in the UK	Produce a 'Big Finish' climate report
		Our World	Where on Earth are we?	Locate the world's countries using maps	Invent a locational map game, quiz or puzzle
		Coasts	Do we like to be beside the seaside?	Name geographical regions and their identifying characteristics in the UK	Create a television advert or presentation to promote a coastal area
	YEAR 4	The Americas	Can you come on a Great American Road Trip?	Locate the world's countries using maps, including North and South America	Create a song or rap about America
		Rivers and the Water Cycle	How does the water go round and round?	Describe and understand key aspects of physical geography, including the water cycle	Design and make a model river
		Earthquakes and Volcanoes	How does the Earth shake, rattle and roll?	Describe and understand key aspects of physical geography, including volcanoes	Make a real-life 'erupting' volcano
UPPER KEY STAGE 2	YEAR 5	Changes in our Local Environment	How is our country changing?	Identify geographical characteristics of the UK, and understand how some have changed over time	Create pieces of art that represent your local area
		Europe: A Study of the Alpine Region	Where should we go on holiday?	Locate the world's countries, using maps	Create your very own mobile app about the Alpine region
		Journeys: Trade	Where does all our stuff come from?	Use maps, atlases and digital mapping to locate countries and describe features	Write an adventure story about the journey of your chosen product
	YEAR 6	South America: The Amazon	What is life like in the Amazon?	Understand similarities and differences of a region of the UK, and a region within South America	Produce an exciting stop-motion animation
		Protecting the Environment	Are we damaging our	Describe and understand aspects of human geography	Develop a campaign to help protect the planet