

Geography Progression Map

At Christ Church, Geography helps children to understand the world around them: its places, people, environments and processes. Through a carefully sequenced curriculum, pupils build secure geographical knowledge, beginning with their own classroom, school and locality before extending their understanding to the United Kingdom and the wider world.

Our Geography curriculum is designed to help children see that places are connected and constantly changing. Pupils revisit important knowledge and skills so that their understanding grows from Nursery to Year 6. They learn to locate and compare places, investigate environments, understand physical processes, explore how people use and change the world, and recognise the growing interdependence between communities and environments.

Geography at Christ Church also supports our school vision: "Together, we flourish." Children are encouraged to be curious about the world, respectful of different people and places, hopeful about how environments can be cared for, and perseverant when investigating complex questions. They learn that geography is not simply a list of place names, but a way of observing, questioning, explaining and making thoughtful choices about the world we share.

Our Three Key Geography Schemas

To help pupils make meaningful connections across year groups and geographical contexts, our Geography curriculum is organised around three key schemas. These act as "threads" that run through the curriculum, helping children to build, revisit and deepen their knowledge over time.

	'Maps & Fieldwork' is the foundation of geographical enquiry. Pupils learn where places are and how geographers find out about them. They use maps, globes, atlases, aerial and satellite images, digital mapping and Ordnance Survey maps, developing their use of compass directions, symbols, keys, scale, grid references, latitude and longitude. Through fieldwork, children learn to ask geographical questions, observe carefully, collect and record information, present findings, identify patterns and evaluate what their evidence shows. As they move through school, they become increasingly independent in choosing appropriate geographical tools and using evidence to explain places from the local area to the wider world.
	'Earth Processes' helps pupils understand how the physical world works and changes. Children begin with weather, seasons and familiar physical features before developing knowledge of climate, climate zones, biomes and vegetation belts. They learn about the water cycle, rivers and coasts, mountains, tectonic plates, volcanoes and earthquakes. As their knowledge deepens, pupils move from naming and describing features to explaining the processes that create them, identifying patterns in where they occur and understanding how physical processes can create hazards, shape landscapes and influence life in different places.
	'People & Places' helps pupils understand how people live in, use, change and depend upon places. Children explore localities, settlements, land use, jobs, tourism and migration before moving into food production, natural resources, economic activity, trade, globalisation and supply chains. They compare places carefully and learn that people can experience the same place in different ways. Through this schema, pupils develop an understanding of interdependence: environments influence how people live, while human choices can alter environments locally and globally. Sustainability is woven through this learning as pupils consider how needs can be met while caring for people, places and the future.

Working Like Geographers

Alongside these three schemas, pupils develop the skills needed to think and work like geographers. They ask geographical questions, observe places and environments, use maps and photographs, undertake fieldwork, collect and measure data, present information in different ways, identify patterns and compare places. They learn to use evidence to explain why places are the way they are and to consider how physical and human processes are connected.

As children progress through Christ Church, they become increasingly confident in using precise geographical vocabulary, selecting appropriate maps and data, explaining their thinking and making connections across the curriculum. By the end of Year 6, our aim is for pupils to leave Christ Church able to locate and understand significant places, explain key physical and human processes, carry out purposeful geographical enquiries, and think carefully about interdependence, sustainability and their own role in caring for the world.

	AUTUMN 2	SPRING 2	SUMMER 2
Year 1	<u>Fieldwork Enquiry - Around Our Locality:</u> What makes our local area special?	<u>The United Kingdom:</u> What are the countries of the UK like?	<u>Weather Explorers:</u> Is weather the same across the world?
Year 2	<u>Continents and Oceans:</u> What makes our world wonderful?	<u>Fieldwork Enquiry - Seasides:</u> Would you choose to live by the sea?	<u>Contrasting Places in Kenya:</u> How is life similar in Nairobi, Mombasa and Narok?
Year 3	<u>Fieldwork Enquiry - Local Land Use:</u> Why is land used the way it is in our local area?	<u>Volcanoes and Earthquakes:</u> Why do people continue to live near tectonic hazards?	<u>Regional Study and European Comparison - Italy (Sicily Region):</u> What are the similarities and differences between our local region and Sicily?
Year 4	<u>Fieldwork Enquiry - Settlements:</u> Is change in our local settlement a good thing?	<u>Rivers and the Water Cycle:</u> Where does water come from and is it running out?	<u>Climate Zones and Biomes:</u> What are the physical and human features of the North West Brazil region?
Year 5	<u>Mountains:</u> Are all mountains the same?	<u>Latitude, Longitude and Time Zones:</u> Where would you choose to travel?	<u>Fieldwork Enquiry - Food Distribution and Climate:</u> Where does our food come from?
Year 6	<u>Fieldwork Enquiry - Rivers and Coasts:</u> Do rivers or coasts have the biggest impact on people's lives?	<u>Distribution of Natural Resources:</u> Is the distribution of natural resources fair?	<u>Trade and Economic Activity:</u> Is trade sustainable?



Progression in Geography - Maps & Fieldwork



Nursery

- I know that I can notice and name familiar places and features in my home, nursery and local area.
- I know that simple pictures, signs and maps can show where things are.
- I know that I can ask questions and use my senses to find out about the world around me.



Reception

- I know that a simple map can show places and features from above.
- I know that I can describe my immediate environment using observations, discussions, stories, photographs and maps.
- I know that I can use simple positional and route language to describe where places and features are.
- I know that observations and simple records can help me compare my local area with another place.



Year 1

- I know that aerial views, simple maps, symbols and keys can show features of my classroom, school and local area.
- I know that I can use the four compass points and simple locational language to describe places and routes.
- I know that maps, atlases and globes help me locate the UK, its four countries, capital cities and surrounding seas.
- I know that geographers ask questions, make observations and collect simple information during local and weather fieldwork.



Year 2

- I know that I can use world maps, atlases and globes to name and locate the seven continents and five oceans.
- I know that I can use the four compass points, symbols, keys and locational language to describe routes and features on maps.
- I know that aerial photographs and simple maps help me locate and compare places such as UK seashores and contrasting places in Kenya.
- I know that I can help plan a fieldwork enquiry, collect simple data and present findings using a map or other appropriate method.



Year 3

- I know that Ordnance Survey maps use recognised symbols and keys, and I can use the eight compass points to describe locations.
- I know that sketch maps, atlases and digital maps can be used to locate land use, European places and tectonic features.
- I know that map scale can help me estimate distance and that different maps are useful for different geographical questions.
- I know that I can plan and conduct a local land-use enquiry, collect and record data, present it on maps and identify patterns in my findings.



Year 4

- I know that four- and six-figure grid references, OS symbols, keys and the eight compass points can be used to locate features accurately.
- I know that maps, atlases and digital mapping can be used to trace rivers and locate climate zones, biomes and regions such as Amazonas.
- I know that maps at different scales can reveal patterns in settlements, topography, land use and physical features.
- I know that a fieldwork enquiry involves choosing questions and methods, collecting evidence, presenting and analysing data, and evaluating findings.



Year 5

- I know that I can confidently use atlases, maps at different scales, OS keys and digital mapping to research places and patterns.
- I know that contour lines and six-figure grid references can be used to locate and describe mountain relief accurately.
- I know that latitude, longitude, the Equator, tropics, polar circles, Prime Meridian and time zones provide precise ways to locate places globally.
- I know that maps, data and fieldwork can be used to trace where food comes from and identify patterns in its production and distribution.



Year 6

- I know that I can independently plan a river or coastal fieldwork enquiry, select suitable methods, collect and measure data, and evaluate the reliability of my findings.
- I know that maps, atlases, digital mapping and geographical data can reveal patterns in the distribution of natural resources and global trade.
- I know that using evidence at different scales helps me explain relationships between physical environments, resources and human activity.
- I know that I can select appropriate geographical sources and communicate clear conclusions through maps, data and written or spoken explanations.



Progression in Geography - Earth Processes



Nursery

- I know that the weather can change and I can use simple words such as sunny, rainy, windy, hot and cold to describe it.
- I know that the natural world changes through the seasons.
- I know that different plants and animals live in different places, such as woodland, ponds, farms and the sea.



Reception

- I know that I can observe and describe changes in weather and the seasons.
- I know that different natural environments have different features, plants and animals.
- I know that some places in the world are hotter or colder than where I live.
- I know that living things depend on their habitats and that changes to environments can affect them.



Year 1

- I know that weather describes daily atmospheric conditions and that the UK experiences changing weather through four seasons.
- I know that places near the Equator are generally hotter and places near the North and South Poles are generally colder.
- I know that weather affects people and that simple instruments can measure temperature, rainfall and wind direction.
- I know that extreme weather can affect people and environments and that people adapt and prepare for different conditions.



Year 2

- I know that the Earth has seven continents and five oceans, and that seas are smaller parts of the world ocean.
- I know that coasts can include physical features such as beaches, cliffs and the sea, and that different seaside landscapes have different features.
- I know that climate and weather help explain why different plants, animals and habitats are found in different parts of the world.
- I know that human actions such as littering can damage coastal environments and that people can take action to reduce harm.



Year 3

- I know that the Earth has distinct layers and that its crust is broken into slowly moving tectonic plates.
- I know that plate movement helps explain how volcanoes form and erupt and why earthquakes happen.
- I know that volcanoes and earthquakes form global patterns, including around many plate boundaries and the Ring of Fire.
- I know that climate varies between places such as my local region and Sicily, and that climate change can increase hazards such as drought, storms and wildfires.



Year 4

- I know that water moves through the water cycle and that rivers have stages and features shaped by the movement of water.
- I know that rivers can flood and change landscapes, and that people can both affect rivers and manage flood risk.
- I know the difference between weather and climate and can describe and locate the world's main climate zones.
- I know that climate zones influence biomes and vegetation belts, and that processes such as deforestation can alter environments and contribute to climate change.



Year 5

- I know that different types of mountains form through physical processes, including movements of the Earth's crust.
- I know that mountain height and relief affect weather and climate and can influence how people, plants and animals live.
- I know that mountain ranges, volcanoes and earthquakes often form recognisable global patterns linked to plate tectonics.
- I know that climate affects what food can be grown in different places and therefore influences patterns of food production and distribution.



Year 6

- I know that erosion, transportation and deposition cause rivers and coasts to change over time and can create risks such as flooding and coastal erosion.
- I know that climate change, pollution and human management can alter river and coastal processes and their effects on people.
- I know that natural resources are unevenly distributed because physical factors such as geology, climate, topography and water availability vary from place to place.
- I know that physical conditions influence the availability and use of resources such as water, food, minerals and energy, creating different opportunities and pressures.



Progression in Geography - People & Places



- I know that I live in a home and belong to a local community with familiar people, places, shops and transport.
- I know that people can live in different homes and places, and that there are countries beyond England that may look different from where I live.
- I know that people can care for places, animals and the natural world.



- I know that people in different countries may live in ways that are similar to and different from my own life.
- I know that my local community has different places, people and jobs that help it to work.
- I know that people can make choices that help care for nature and the places where they live.
- I know that one person's experience cannot tell us what life is like for everyone who lives in a place.



- I know that places contain human features made or changed by people and physical features that occur naturally.
- I know that the four countries of the UK have different human and physical characteristics as well as similarities.
- I know that weather affects what people wear, how they travel and the activities they do, and that people adapt to conditions.
- I know that people can suggest changes to improve their local area and can make choices that care for environments.



- I know that Nairobi, Mombasa and Narok are contrasting places and that urban, coastal and rural settings influence how people live and work.
- I know that tourism, ports, farming, business and wildlife create different jobs and opportunities in different parts of Kenya.
- I know that seaside places can have different human and physical features and that people use coasts for living, work, leisure and travel.
- I know that people can affect environments through choices such as tourism and littering, and can make more sustainable choices to protect places.



- I know that land is used in different ways, including for homes, farming, business, transport and recreation, and that land use changes over time.
- I know that physical and human features help explain differences in land use, climate and ways of life between my local region and Sicily.
- I know that the characteristics of a place influence how people live and work, but that people within the same place can have different experiences.
- I know that people may choose to live near tectonic hazards because places can bring benefits as well as risks, and communities take action to manage those risks.



- I know that settlements range from hamlets to cities and develop because of factors such as water, relief, resources, transport routes, population and migration.
- I know that rivers influence where people settle and how places develop, while people use, manage and sometimes alter river environments.
- I know that climate, vegetation and access to water influence urban and rural life in places such as Amazonas in Brazil.
- I know that human activity, including deforestation and water use, can have local and global effects, and that different people may have different views about how places should change.



- I know that tourism can bring jobs and income to mountain regions but can also place pressure on landscapes and communities, so impacts need to be managed.
- I know that latitude, longitude, time zones and climate influence how people live, travel, work and organise daily life in different parts of the world.
- I know that food production and distribution connect places, and that climate affects where foods can be grown and how far they may travel.
- I know that choices about food, transport and consumption have environmental impacts and that more sustainable choices can reduce these pressures.



- I know that unequal access to natural resources affects people and places and raises questions about fairness, development and sustainability.
- I know that trade connects places through imports, exports, supply chains and globalisation, making economies and communities increasingly interdependent.
- I know that migration and changes in the workforce are linked to economic activity and can reshape places and connections between countries.
- I know that global supply chains, including clothing and fast fashion, can have social and environmental impacts, and I can evaluate choices that could make trade more sustainable.