



Geography Intent and Progression Statements





Geography

Sticklepath Intent



Our curricular aims are to develop **Growing Minds** that are **Curious, Critical Communicators**.

Geography at Sticklepath will open our children's eyes to the diverse physical beauty of their locality. Through the curriculum, Sticklepath children will experience, at first hand, two National Parks, a rugged coastline, local rivers, estuaries and the North Devon Biosphere. Through an enquiry based curriculum, with a key focus on local fieldwork, they will develop a deep knowledge of place so they learn to value and appreciate the uniqueness of where they live. We want Sticklepath children to be **deeply curious** about how physical and human events in the wider world connect to their world.

We want Sticklepath children to be **deep critical thinkers**, able to collect, analyse, interpret and **communicate** with a range of data gathered through fieldwork experiences. As they develop geographical enquiry skills, Sticklepath children will actively search out differing viewpoints and bias, never taking 'facts' at face value.

At Sticklepath, we immerse our children in geography through a knowledge-rich curriculum, giving them a progressive sense of place, moving from local to national to global. This will allow them to study diverse places, people and environments, so they develop a deep understanding of how physical and human geography interact, all taught within a flexible content that responds to the ever-changing world.

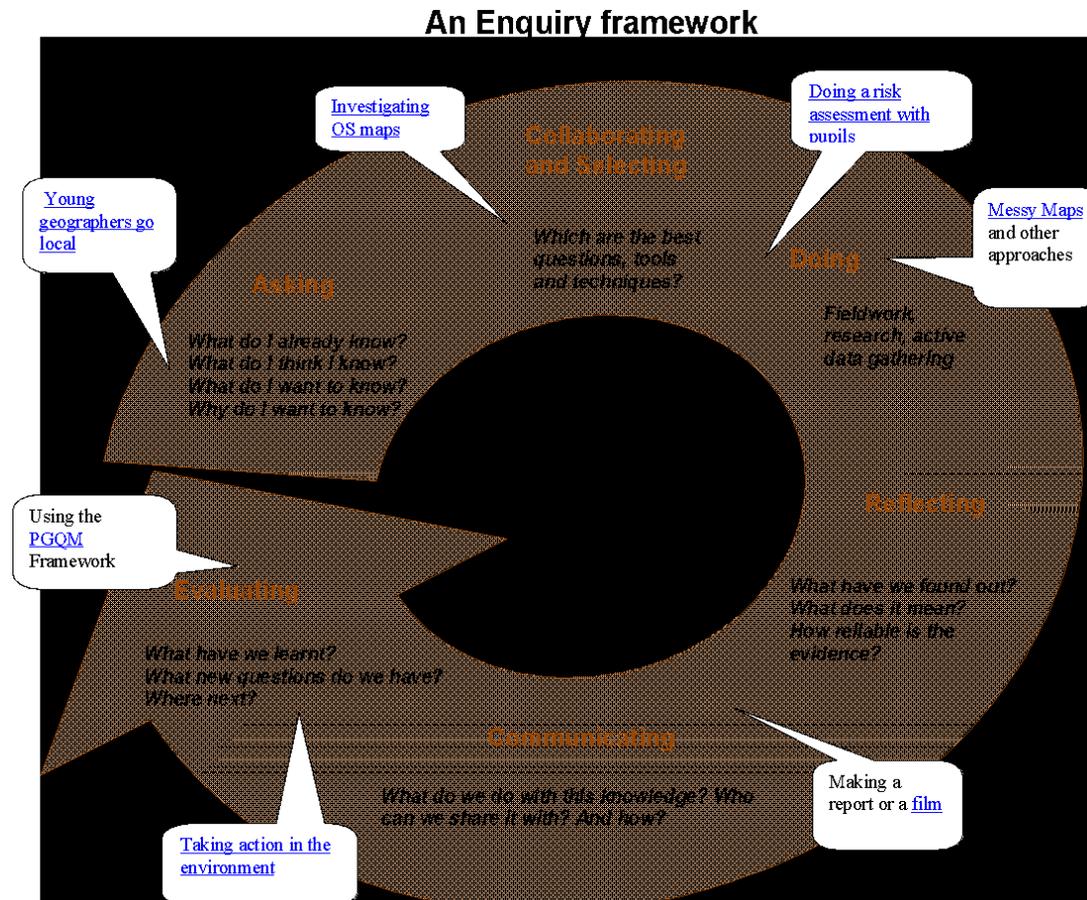
We want Sticklepath children to see the complexities of geography. For example, for our KS1 children to understand that desert environments can be icy or in KS2 that mass migration brings challenges and opportunities and will require **empowered** citizens to find future solutions.

At Sticklepath, we actively teach children to use precise, geographical vocabulary, empowering them to **communicate** their geography thinking through hypothesising, explaining, drawing conclusions and critically evaluating.

Our **deeply curious, critical children** will use a range of appropriate mediums to **communicate** their geographical learning and enthusiasm for the subject to a range of audiences.

Overarching Aim: For our young people to be curious and fascinated about the human and physical world, their place within it and impact upon it.

Overview of Pedagogical Approach based around Geographical enquiry:



'Thinking as a Geographer' is supported through Geographical enquiry, an active process of investigation in which pupils are fully engaged. Enquiry work includes open-ended activities in which pupils are independently discovering things for themselves using their knowledge and skills. Teaching and learning is oriented towards answering questions,

opening up problems and issues and moving towards general principles and solutions, with the teacher managing and organising an appropriate range of teaching and learning experiences.

A suitably-framed enquiry is the most powerful vehicle for developing geographical knowledge and understanding, and is not simply a 'bolt on' for skills development. An enquiry approach helps us to select suitable content and appropriate geographical questions in order to tackle an issue or theme in a distinctly geographical way. This approach can work at different scales in the classroom as well being used to frame one lesson or a whole unit of work. The starting point for many enquiries is the harvesting of ideas, thoughts and avenues of questioning through co-operative 'talking' activities in class.

There are many versions of an enquiry approach but it has a set of distinguishing characteristics (see diagram Margaret Roberts above).

'Core knowledge or context is important but where 'thinking geographically' (using and linking concepts) is a learning outcome, students develop the structures and skills to progress their own learning. Rather than 'covering' the subject, teachers support young people to develop conceptual understanding to organise, link, interpret and question geographical content. Students can link everyday experience with higher-level geographical thinking, develop explanations and think abstractly. Their own experiences and out-of-school or informal learning can be valued and integrated into their formal, school-based learning. In these ways the 'curriculum becomes one of "engagement" rather than one of "compliance"' (Geographical Association, 2012).

Geography National Curriculum Programmes of Study and the school's own curriculum are applied by schools according to their preferred Curriculum rationale. They will study location, place, physical and human geography but will decide the contexts in which this knowledge is applied and when the enquiry and conceptual skills above are revisited.

KS1 Contexts:

- i. Pupils should develop knowledge about the world, the United Kingdom and their locality.

KS2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

KS3:

Pupils should 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.

Key Conceptual Understanding

Conceptual Understanding <i>revisited in a range of contexts</i>	Early Years	KS1	KS2
1. Sense of Place (locality)	<p>Understand key features of North Devon.</p> <p>Asks questions about the changes in their own locality.</p> <p>Understanding where places in their locality are in relation to one another, e.g. home, school, shop.</p>	<ul style="list-style-type: none"> ➤ Understand key physical characteristics of their local area (coasts, rivers and national parks/biosphere). ➤ Understanding of different sorts of places (link to human geography), e.g. what is a village, town, city? 	<ul style="list-style-type: none"> ➤ Understand that the physical and human features of North Devon are important in shaping their local environment. ➤ Understand how key geographical processes have changed the landscape of North Devon over time.
2. My place in the wider world.	<ul style="list-style-type: none"> ➤ Understand that countries make up the world and we live in one of them. ➤ Begin to understand that not all countries are the same as ours. ➤ Begin to understand that other people in the world live differently to how we live. 	<ul style="list-style-type: none"> ➤ To understand their place in the wider world (e.g. as part of Great Britain/ Europe/ the world, where they are on the globe). ➤ Be able to make simple comparisons between their locality and other places in the wider world. ➤ Be able to make simple comparisons between a physical/human feature in their locality and the same feature in the wider world. <ul style="list-style-type: none"> ○ Have a basic knowledge of what their locality is like and a basic understanding of how this is same/different to a contrasting country. 	<ul style="list-style-type: none"> ➤ Understand how physical geographical processes are the same/different worldwide and be able to compare and contrast this to the physical geographical process in their locality. ➤ Understand how human impact affects the physical processes differently around the world and be able to give reasons for why they are impacted differently.
3. Interconnectedness/interactivity	<ul style="list-style-type: none"> ➤ Makes links between human actions and how the local, physical environment allows this e.g. farming. 	<ul style="list-style-type: none"> ➤ Begins to make simple geographic connections between physical processes and human impact e.g. rivers and settlements 	<ul style="list-style-type: none"> ➤ Understand how the physical features of North Devon are interconnected with each other. ➤ Understand how human and physical features of an area are interconnected and both impact each other.

		<ul style="list-style-type: none"> ➤ Understand human geographical features are man-made. ➤ Ask simple questions about my immediate environment. ➤ Talk about the human features of my own immediate environment. ➤ Begin to identify simple similarities and differences in relation to different places/key human features in their locality – town/village/coast/river ➤ Makes simple links between human actions and impact on land/animals. ➤ Identify and use vocabulary for the different types of weather. ➤ To recognise that the world is made of both land and water. ➤ Comment and ask questions about either a real or virtual visit to the sea. ➤ Comment and ask questions about either a real or virtual visit to different land features such as mountains. 	<ul style="list-style-type: none"> ➤ Create a bird's eye view of their immediate environment (e.g. classroom). <p>Directions/Compass</p> <ul style="list-style-type: none"> ➤ To be able to use and follow simple directions, using simple positional language – forward, backward, up, down. <p>Collecting and recording</p> <ul style="list-style-type: none"> ➤ Visit and explore different places within their school and locality and describe what they see. <p>Observing</p> <ul style="list-style-type: none"> ➤ Closely observe what animals, people and vehicles do and use their senses to explore the world around them. <p>Analyse and Interpret</p> <ul style="list-style-type: none"> ➤ Answer how and why questions about their experiences. ➤ Be able to compare one thing to another (similarities and differences) <p>Communicating</p> <ul style="list-style-type: none"> ➤ Make choices about how to share learning (drawing, writing, making a model).
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<p>Year 1/2</p> <p>Year A</p> <p>Why do people choose to live by the coast?</p>	<ul style="list-style-type: none"> ➤ Identify the 4 countries of the UK. ➤ Explain the role of a capital city. ➤ Use a world map and globe to locate the UK. Understand that both a world map and a globe show the same things. ➤ Name and locate the world's seven continents and five oceans. ➤ Use a world map and globe to locate the continents and oceans and understand that both a world map and a globe show the same things. ➤ Understand similarities and differences of a beach town/coastal area in North Devon and a coastal area in a contrasting non-European country. ➤ Name and locate their own village/town on a localised map. ➤ Identify the surrounding seas of the UK. 	<ul style="list-style-type: none"> ➤ Use basic vocabulary to refer to the features of a coast. ➤ Understand the difference between different sorts of places e.g. village, town and city. ➤ Name and describe UK coastal features (e.g. sea, beach, dunes, tide, and cliffs). ➤ Describe simple human and physical features about seaside resorts. ➤ Describe how seaside resorts have changed over time. ➤ Identify some advantages and disadvantages for living by the coast. 	<p>Asking</p> <ul style="list-style-type: none"> ➤ Begin to select relevant information from resources provided and use this information, and their own observations, to ask and respond to questions about places. ➤ Begin to ask questions about an area they want to find out more about, basing these on resources provided or their own observations. <p>Mapping Skills</p> <ul style="list-style-type: none"> ➤ Look at and take photos of different places and use keywords to discuss the features. ➤ Look at aerial photographs to locate simple human and physical landmarks. ➤ Use photos taken to create a simple map/plot on a simple map. ➤ Make simple maps and plans. ➤ Read simple maps of the local area. <p>Directions/Compass</p>

	<ul style="list-style-type: none"> ➤ Use a world map and globe to locate the UK. Understand that both a world map and a globe show the same things. ➤ Identify and discuss the difference between a village/town/city. 	<ul style="list-style-type: none"> ➤ Begins to make simple geographic connections that link to humans and their impact on the immediate environment e.g. tourism impact on a coastal town ➤ Be able to compare land use in the immediate coastal environment with a small area in a contrasting non-European country. ➤ Make simple observations about how people, places and features are similar and different over time. ➤ Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. 	<ul style="list-style-type: none"> ➤ Use simple compass directions – North, South, East, and West. ➤ Use simple locational language (near, far, left, right, up and down). <p>Collecting and recording</p> <ul style="list-style-type: none"> ➤ To begin to use simple tally charts and tables to record the information they are collecting. <p>Analyse and Interpret</p> <ul style="list-style-type: none"> ➤ Use more than one source to build up an opinion of a question posed. ➤ Be able to compare two elements and identify similarities and differences. <p>Communicating</p> <ul style="list-style-type: none"> ➤ To communicate their findings using simple geographical language. ➤ To begin to use simple charts and tables to record the information they are collecting. <p>Evaluating</p> <ul style="list-style-type: none"> ➤ Be able to share a view or opinion and give one or more reasons to support this.
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<p>Year 1/2</p> <p>Year B</p> <p>What kind of settlements do people live in? (compare and contrast – Exeter study).</p>	<ul style="list-style-type: none"> ➤ Identify the 4-countries of the UK. ➤ Explain the role of a capital city. ➤ Use a world map and globe to locate the UK. Understand that both a world map and a globe show the same things. ➤ Name and locate the world’s seven continents and five oceans. ➤ Name and locate their own village/town on a localised map. ➤ Identify the surrounding seas of the UK. ➤ Identify and discuss the difference between a village/town/city. ➤ Understand similarities and differences of a rural town/village in North Devon and a coastal area in a contrasting non-European country and Exeter (local city). 	<ul style="list-style-type: none"> ➤ Understand the difference between different sorts of places e.g. village, town and city. ➤ Be able to compare land use in immediate rural environment with a small area in a contrasting non-European country. ➤ Begins to make simple geographic connections that link to humans and their impact e.g. impact on a growing village/town. ➤ Describe simple human and physical features about villages/towns/cities. ➤ Describe how villages/towns /cities have changed over time. ➤ Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. ➤ Make simple observations about how people, places and features are similar and different over time. 	<p>Asking</p> <ul style="list-style-type: none"> ➤ Begin to select relevant information from resources provided and use this information, and their own observations, to ask and respond to questions about places. ➤ Begin to ask questions about an area they want to find out more about, basing these on resources provided or their own observations. <p>Mapping Skills</p> <ul style="list-style-type: none"> ➤ Look at and take photos of different places and use keywords to discuss the features. ➤ Look at aerial photographs to locate simple human and physical landmarks. ➤ Use photos taken to create a simple map/plot on a simple map. ➤ Make simple maps and plans. ➤ Read simple maps of the local area. <p>Directions/Compass</p> <ul style="list-style-type: none"> ➤ Use simple compass directions – North, South, East, and West. ➤ Use simple locational language (near, far, left, right, up and down). <p>Collecting and recording</p> <ul style="list-style-type: none"> ➤ To begin to use simple tally charts and tables to record the information they are collecting. <p>Analyse and Interpret</p>
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		<ul style="list-style-type: none"> ➤ Ask questions about how people, places and features are similar and different over time. 	<ul style="list-style-type: none"> ➤ Use more than one source to build up an opinion of a question posed. ➤ Be able to compare two elements and identify similarities and differences. <p>Communicating</p> <ul style="list-style-type: none"> ➤ To communicate their findings using simple geographical language. ➤ To begin to use simple charts and tables to record the information they are collecting. <p>Evaluating</p> <ul style="list-style-type: none"> ➤ Be able to share a view or opinion and give one or more reasons to support this.
<p>Year 3/4</p> <p>Year A</p> <p>Who are National Parks for?</p>	<ul style="list-style-type: none"> ➤ Name and locate the area's main town and other key places in the area. ➤ Identify features of the nearest main town and use a detailed town map (with symbols and key) to locate features. ➤ Name and locate a range of counties and cities in the UK ➤ Use a map and atlas to locate a range of counties and cities in the UK ➤ Name and locate geographical regions of the UK and their identifying human and physical features (e.g. hills, mountains, coasts, rivers). 	<ul style="list-style-type: none"> ➤ Name geographical regions of the UK (e.g. Exmoor/Dartmoor and another national park/biosphere) and their key physical geographical characteristics (e.g. hills, mountains, coasts, rivers). ➤ Be able to describe and understand key human aspects of North Devon (types of settlements, land use). ➤ Understand how human processes create patterns and impacts on the physical world. 	<p>Asking</p> <ul style="list-style-type: none"> ➤ To ask geographical questions and respond to others, offering their own ideas. ➤ Begin to use skills and sources of evidence to respond to a range of geographical questions. <p>Mapping</p> <ul style="list-style-type: none"> ➤ Begin to explore atlases, globes and world maps on a variety of scales. ➤ Understand what scale is and begin to use this to calculate distances. ➤ Make plans and maps using symbols and keys, beginning to discuss standard symbols.

	<ul style="list-style-type: none"> ➤ Be able to locate both areas of study on a map and discuss distance between the two regions. 	<ul style="list-style-type: none"> ➤ Ask questions about how human geographical processes change landscapes and places over time. ➤ Give reasons for these changes. ➤ Consider how and why settlements have developed. ➤ Studying a region in Devon (e.g. Exmoor/Dartmoor) and a region globally. ➤ To begin to understand how population growth changes over time. ➤ Understand how physical geographical features affect human land-use patterns and human settlements. ➤ Be able to identify and discuss these through studying a region of the United Kingdom and another region globally. ➤ Understands the cause and effect (link History) of an event in one region or area that affects another area e.g. a change in land use from rural to city can affect traffic congestion in adjoining areas. ➤ Understand that people's choices have different impacts on their 	<ul style="list-style-type: none"> ➤ Use digital computer mapping to begin to understand the features studied. <p>Directions/Compass</p> <ul style="list-style-type: none"> ➤ Begin to use an 8-point compass. ➤ Begin to use 4 figure grid references. ➤ Use the 8-points of a compass to relate countries to each other. <p>Collecting and recording</p> <ul style="list-style-type: none"> ➤ Use aerial photos, pictures and videos. ➤ To use a range of methods to record the information they are collecting (this will depend on enquiry question) ➤ To choose a method of data collection from a given list. ➤ Understand and explain why their selected method of data collection has been chosen. <p>Analyse/interpret</p> <ul style="list-style-type: none"> ➤ (Begin to) analyse data (either existing or collected) and make simple conclusions. ➤ Combine sources/ findings to draw simple conclusions. ➤ Be able to compare two or more elements, identify similarities and differences and express an opinion on the different elements.
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		<p>local area which can have a global affect too.</p>	<ul style="list-style-type: none"> ➤ Compare and summarise data from the two regions (i.e. population, temperature, etc.). <p>Communicate</p> <ul style="list-style-type: none"> ➤ Begin to understand why the chosen method of communicating learning has been selected and start to reflect on why this would be appropriate for the audience. ➤ Beginning to communicate their findings using increasingly technical geographical terms. <p>Evaluate</p> <ul style="list-style-type: none"> ➤ Be able to share findings, views or opinions and explain your reasoning using specific sources of information to support your opinion. ➤ Offer reasons for some of their observations and judgements about places.
<p>Year 3/4 B</p> <p>Why do all rivers lead to the sea?</p>	<ul style="list-style-type: none"> ➤ Name and locate the area's main town and other key places in the area. ➤ Identify features of the nearest main town and use a detailed town map (with symbols and key) to locate features. ➤ Name and locate a range of counties and cities in the UK ➤ Use a map and atlas to locate a range of counties and cities in the UK. 	<ul style="list-style-type: none"> ➤ Understand that rivers start on high ground and move in one direction. ➤ Use correct vocabulary to refer to the features of a river. ➤ List some of the features of a river's course. 	<p>Asking</p> <ul style="list-style-type: none"> ➤ To ask geographical questions and respond to others, offering their own ideas. ➤ Begin to use skills and sources of evidence to respond to a range of geographical questions. <p>Mapping</p> <ul style="list-style-type: none"> ➤ Begin to explore atlases, globes and world maps on a variety of scales.

	<ul style="list-style-type: none"> ➤ Name and locate geographical regions of the UK and their identifying human and physical features (e.g. hills, mountains, coasts, rivers). ➤ Be able to locate both areas of study on a map and discuss distance between the two regions. 	<ul style="list-style-type: none"> ➤ List the main events in the water cycle. ➤ Identify some advantages and disadvantages for different uses of a river. ➤ Begins to make geographic connections that link to humans and their impact on the immediate environment. ➤ Be able to compare land use around the river in their immediate environment with a small area in a contrasting non-European country. ➤ Make observations and ask questions about how people, places and features are similar and different over time. ➤ Understand how human processes create patterns and impacts on the physical world – uses around a river/settlements. ➤ Ask questions about how human geographical processes change landscapes and places over time. 	<ul style="list-style-type: none"> ➤ Understand what scale is and begin to use this to calculate distances. ➤ Make plans and maps using symbols and keys, discussing use of standard symbols. ➤ Use digital computer mapping to begin to understand the features studied. <p>Directions/Compass</p> <ul style="list-style-type: none"> ➤ Begin to use 4 figure grid references. ➤ Use an 8-point compass. ➤ Use the 8-points of a compass to relate countries to each other. <p>Collecting and recording</p> <ul style="list-style-type: none"> ➤ Use aerial photos, pictures and videos. ➤ To use a range of methods to record the information they are collecting (this will depend on enquiry question) ➤ To choose a method of data collection from a given list. ➤ Understand and explain why their selected method of data collection has been chosen. <p>Analyse/interpret</p>
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		<ul style="list-style-type: none"> ➤ Be able to describe and understand key human aspects of a selected locality (types of settlements, land use). ➤ Studying a region of the United Kingdom and a region globally. ➤ Understand how physical geographical features affect human land-use patterns and human settlements. ➤ Be able to identify and discuss these through studying a region of the United Kingdom and another region globally. ➤ Understands the cause and effect (link History) of an event in one region or area that affects another area e.g. a change in land use from rural to city can affect traffic congestion in adjoining areas. ➤ Understand that people's choices have different impacts on their local area, internationally and globally. 	<ul style="list-style-type: none"> ➤ Analyse data (either existing or collected) and make simple conclusions. ➤ Combine sources/ findings to draw simple conclusions. ➤ Be able to compare two or more elements, identify similarities and differences and express an opinion on the different elements. ➤ Compare and summarise data from the two regions (i.e. population, temperature, etc.). <p>Communicate</p> <ul style="list-style-type: none"> ➤ Begin to understand why the chosen method of communicating learning has been selected and start to reflect on why this would be appropriate for the audience. ➤ Beginning to communicate their findings using increasingly technical geographical terms. <p>Evaluate</p> <ul style="list-style-type: none"> ➤ Be able to share findings, views or opinions and explain your reasoning using specific sources of information to support your opinion. ➤ Offer reasons for some of their observations and judgements about places.
Year 5/6	<ul style="list-style-type: none"> ➤ Name and locate nearby villages, towns and cities in North Devon/Devon and the 	<ul style="list-style-type: none"> ➤ Explain how meanders are formed. 	Asking

<p>Year A</p> <p>How have rivers shaped North Devon and how can they shape our future?</p>	<p>contrasting study using a range of maps (including digital).</p> <ul style="list-style-type: none"> ➤ Identify and locate significant landmarks in the local area. ➤ Use standardised (OS) symbols to identify significant landmarks on a map. ➤ Use maps, atlases and digital/computer mapping to understand how geographical regions of the UK have changed over time. ➤ Name and locate countries of the world concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ➤ Use maps, atlases and a globe to locate a range of countries around the World and physical geographical features (rivers). 	<ul style="list-style-type: none"> ➤ Describe how waterfalls are formed ➤ Compare the features of a river at different points along its course. ➤ Explain how the water cycle is a closed system. ➤ Understand how the distribution of water affects the lives of people. ➤ Identify some advantages and disadvantages for different uses of a river. ➤ Identify possible future impacts of river use. ➤ Know how the services and resources available in different localities affect the lives of the people. ➤ Be able to identify and discuss these through studying North Devon/Devon and another region globally. ➤ To understand the interaction of human land use on physical geography, e.g. ➤ Identify the advantages and disadvantages of building a dam. 	<ul style="list-style-type: none"> ➤ Use geographical knowledge, skills and sources of evidence to respond to a range of geographical questions. ➤ To begin to ask critical questions based around geographical knowledge and curiosity. <p>Mapping</p> <ul style="list-style-type: none"> ➤ Read and make plans and maps using a greater range of symbols and keys accurately. ➤ Begin to use digital computer mapping to describe the features studied. ➤ Understand and use scale to work out distance between your local and global study area. ➤ Begin to select an appropriate scale for maps. ➤ Be able to select an appropriate map for a purpose (larger scale vs smaller scale). <p>Directions/Compass</p> <ul style="list-style-type: none"> ➤ Use the 8 points of the compass. ➤ Use 4/6 figure grid references. <p>Collecting and recording</p> <ul style="list-style-type: none"> ➤ Observe and record human and physical features in the local area using a range of methods (e.g.
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		<ul style="list-style-type: none"> ➤ Understand how geographical regions of the UK have changed over time (human and physical features, topological features and land-use patterns). ➤ Understand how some human processes make changes that are irreversible and reversible (link science). ➤ Understands the cause and effect (link History) of an event in one region or area that affects another area and the connectivity and relationships of features. 	<p>sketch map, table, tally chart, photos).</p> <ul style="list-style-type: none"> ➤ To select the most appropriate method to record information. <p>Analyse/interpret</p> <ul style="list-style-type: none"> ➤ Analyse maps and charts (either from existing data or created through fieldwork data) to support arguments and justify their conclusions. ➤ Begin to look at and interpret sources/ findings critically by identifying bias and accuracy to help you reach conclusions. ➤ Be able to compare and contrast multiple elements and begin to identify that different opinions are held. <p>Communicate</p> <ul style="list-style-type: none"> ➤ Be able to select appropriate methods of communicating learning considering audience and purpose. ➤ Communicate their findings using increasingly technical geographical terms. <p>Evaluate</p> <ul style="list-style-type: none"> ➤ Be able to share an opinion, explain reasoning, critically reflect on reliability and start to give counter arguments using factual information.
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			<ul style="list-style-type: none"> ➤ Begin to suggest improvements to data collection.
<p>Year 5/6</p> <p>Year B</p> <p>Should special places be protected ?</p> <p>(A study of Lundy)</p>	<ul style="list-style-type: none"> ➤ Name and locate nearby villages, towns and cities in North Devon/Devon and the contrasting study using a range of maps (including digital). ➤ Identify and locate significant landmarks in the local area. ➤ Use standardised (OS) symbols to identify significant landmarks on a map. ➤ Use maps, atlases and digital/computer mapping to understand how geographical regions of the UK have changed over time. ➤ Name and locate countries of the world concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ➤ Use maps, atlases and a globe to locate a range of countries around the World and physical geographical features (protected areas/AOANB/Biosphere/National Parks). 	<ul style="list-style-type: none"> ➤ To understand the interaction of different physical features studied in our local area and how they are interconnected – rivers, coasts and biosphere/National parks ➤ To understand the interaction of human land use on the North Devon biosphere/Exmoor and Dartmoor national parks. ➤ To begin to understand how population growth changes over time and impacts on local and global resources. ➤ Understand how the distribution of natural resources (e.g. water) affects the land use and settlements. ➤ Describe the positive and negative effects tourism has on an area. ➤ Be able to identify and discuss these issues and connections through studying a region of the United Kingdom and another region globally. 	<p>Asking</p> <ul style="list-style-type: none"> ➤ Use geographical knowledge, skills and sources of evidence to respond to a range of geographical questions. ➤ To ask critical questions based around geographical knowledge and curiosity. <p>Mapping</p> <ul style="list-style-type: none"> ➤ Read and make plans and maps using a greater range of symbols and keys accurately. ➤ Begin to use digital computer mapping to describe the features studied. ➤ Understand and use scale to work out distance between your local and global study area. ➤ Begin to select an appropriate scale for maps. ➤ Be able to select an appropriate map for a purpose (larger scale vs smaller scale). <p>Directions/Compass</p> <ul style="list-style-type: none"> ➤ Use the 8 points of the compass. ➤ Use 4/6 figure grid references. <p>Collecting and recording</p>

	<ul style="list-style-type: none"> ➤ Locate man-made features and reflect on the importance of the tourism industry in these areas. 	<ul style="list-style-type: none"> ➤ Understands the cause and effect (link History) of an event in one region or area that affects another area and the connectivity and relationships of features e.g. a geographical event such as drought may affect migration. ➤ Understand how some human processes make changes that are irreversible and reversible (link science). ➤ Name and describe coastal features. ➤ Describe some ways that weather can change the coastline. ➤ Consider how and why settlements have developed. ➤ Understand how human processes create patterns and impacts on the physical world. ➤ Ask questions about how human geographical processes change landscapes and places over time. ➤ Be able to describe and understand key human aspects 	<ul style="list-style-type: none"> ➤ Observe and record human and physical features in the local area using a range of methods (e.g. sketch map, table, tally chart, photos). ➤ To select the most appropriate method to record information. <p>Analyse/interpret</p> <ul style="list-style-type: none"> ➤ Analyse maps and charts (either from existing data or created through fieldwork data) to support arguments and justify their conclusions. ➤ Interpret sources/ findings critically by identifying bias and accuracy to help you reach conclusions. ➤ Compare and contrast multiple sources of data and begin to identify that different opinions are held. ➤ Be able to discuss the different viewpoints and why they are held. <p>Communicate</p> <ul style="list-style-type: none"> ➤ Be able to select an effective and appropriate method of communicating learning including use of technical geographical language, showing a consideration for audience and purpose. <p>Evaluate</p>
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		<p>of a selected locality (types of settlements, land use).</p> <ul style="list-style-type: none"> ➤ Studying a region of the United Kingdom and a region globally. ➤ To begin to understand how population growth changes over time. ➤ Understand how physical geographical features affect human land-use patterns and human settlements. ➤ Be able to identify and discuss these through studying a region of the United Kingdom and another region globally. ➤ Understands the cause and effect (link History) of an event in one region or area that affects another area e.g. a change in land use from rural to city can affect traffic congestion in adjoining areas. ➤ Understand that people's choices have different impacts on their local area, internationally and globally. 	<ul style="list-style-type: none"> ➤ Be able to share an opinion, explain reasoning, critically reflect on reliability and respectfully present counter arguments using factual information. ➤ Be able to identify the counter opinion and critically analyse reliability. ➤ Suggest improvements to data collection.
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Sticklepath Community Primary Academy

Whole School Geography Timetable

Intellectual Progression

Recognise – Identify – respond – Express

Observe – Describe – Select – Simple Vocabulary

Compare and Contrast – Reason – Views and Opinions – Appropriate Vocabulary

Understanding through Explanation – Accurate and Precise Vocabulary

Describe and Explain Links, Patterns, Processes and Relationships

Explanations – Conclusions – Judgements

Evaluate critically – Validity – Hypothesis – Remodel

	Autumn	Spring	Summer
Early Years			
Year 1 / 2			

Year 3 / 4
Year 5 / 6
Vocabulary
EYFS
Y1
Y2
Y3
Y4
Y5
Y6