**St George’s Catholic Primary School Progression Document**

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| **Progression in Geography** | | |
| **What is our curriculum intent? (taken from Essential Charcteristics)**  We aim for children to have acquired the essential characteristics of geographers:  • An excellent knowledge of where places are and what they are like.  • An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.  • An extensive base of geographical knowledge and vocabulary.  • Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.  • The ability to reach clear conclusions and develop a reasoned argument to explain findings.  • Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.  • Highly developed and frequently utilised fieldwork and other geographical skills and techniques.  • A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.  • The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment. | | |
| **Implementation: How do we aim to achieve it? (this may change following a staff meeting)**   1. WOW Events at the beginning of each term are an exciting introduction to a subject. Different subjects are chosen each term to enthuse the children and teachers link the WOW events to their planning. An exit assembly celebrates the learning and ensures the focus on the subject remains. 2. Curriculum drivers shape our curriculum breadth in **Geography.** They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. **Our curriculum drivers are: Diversity, Community, Spirituality, Sports and Emotional Awareness.** 3. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. 4. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. 5. Our curriculum distinguishes between subject topics and ‘threshold concepts’. Subject topics are the specific aspects of subjects that are studied. 6. **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this ‘forwards-and-backwards engineering’ of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In **Geography**, these threshold concepts are; **Investigate places** (This concept involves understanding the geographical location of places and their physical and human features); **Investigate patterns** (This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world’s natural resources are used and transported); **Communicate geographically** (This concept involves understanding geographical representations, vocabulary and techniques). 7. Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which take time. 8. **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is to taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6 9. **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the ‘advancing’ stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the ‘deep’ stage.  |  |  |  | | --- | --- | --- | | **Progression through the Cognitive Domains** | | | | **Basic** | **Advancing** | **Deep** | | Acquiring knowledge. | Applying knowledge. | Reasoning with knowledge. | | Knowledge is explicit and unconnected. | Knowledge is explicit and connected. | Knowledge is connected and tacit. | | Relying on working memory. | Drawing on long-term memory, freeing working memory to consider application. | Relies on long-term memory, freeing working memory to be inventive. | | Procedures processed one at a time with conscious effort. | Procedures being automatic. | Automatic recall of procedures. | | Understands only in the context in which the materials are presented. | Sees underlying concepts between familiar contexts. | Uses conceptual understanding in unfamiliar situations. | | New information does not readily stick. Schemes are limited. | New information is linked to prior knowledge. Schemas are strong. | Readily assimilates new information into rapidly expanding schemas. | | Struggles to search for problem solutions. Relies on means-end analysis. | Combines searching for problem solutions with means-end analysis. | Draws on a vast store of problem solutions. | | Requires explicit instructions and models. | Uses models effectively. | Prefers discovery approaches to learning. |  1. Our content is subject specific and we make intra-curricular links to strengthen schema.  |  | | --- | | **Breadth of Study (Taken from CQ Essentials breadth of Study)** | | **Breadth of Study – Key Stage 1 (Milestone 1)**  • Investigate the world’s continents and oceans.  • Investigate the countries and capitals of the United Kingdom.  • Compare and contrast a small area of the United Kingdom with that of a non-European country.  • Explore weather and climate in the United Kingdom and around the world.  • Use basic geographical vocabulary to refer to and describe key physical and human features of locations.  • Use world maps, atlases and globes.  • Use simple compass directions.  • Use aerial photographs.  • Use fieldwork and observational skills.  **Breadth of Study – Key Stage 2 (Milestones 2 and 3)**  • Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils.  • Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils.  • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.  • Locate the geographic zones of the world.  • Understand the significance of the geographic zones of the world.  • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).  • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.  • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.  • Describe and understand key aspects of:       • physical geography, including: climate zones, biomes and vegetation belts, rivers,         mountains,  volcanoes and earthquakes and the water cycle       • human geography, including: settlements, land use, economic activity including trade         links and the distribution of natural resources including energy, food, minerals and         water supplies.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.  • Use a wide range of geographical sources in order to investigate places and patterns.  • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. | | | |
| **Milestone 1**  **Key Stage 1** | **Milestone 2**  **Lower Key Stage 2** | **Milestone 3**  **Upper Key Stage 2** |
| **Investigate Places** | | |
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| • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).  • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.  • Use aerial images and plan perspectives to recognise landmarks and basic physical features.  • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  • Name and locate the world’s continents and oceans. | • Ask and answer geographical questions about the physical and human characteristics of a location.  • Explain own views about locations, giving reasons.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  • Use a range of resources to identify the key physical and human features of a location.  • Name and locate counties and cities of the United  Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of Europe and identify their main physical and human characteristics. | • Collect and analyse statistics and other information in order to draw clear conclusions about locations.  • Identify and describe how the physical features affect the human activity within a location.  • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  • 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.  • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).  • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of North and South America and identify their main physical and human characteristics. |
| **Investigate patterns** | | |
| • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.  • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  • Identify land use around the school. | • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  • Describe geographical similarities and differences between countries.  • Describe how the locality of the school has changed over time. | • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).  • Understand some of the reasons for geographical similarities and differences between countries.  • Describe how locations around the world are changing and explain some of the reasons for change.  • Describe geographical diversity across the world.  • Describe how countries and geographical regions are interconnected and interdependent. |
| **Communicate geographically** | | |
| • Use basic geographical vocabulary to refer to:  • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  • **key human features**, including: city, town, village, factory, farm, house, office and shop.  • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.  • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | • Describe key aspects of:  • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  • **human geography**, including: settlements and land use.  • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | • Describe and understand key aspects of:  • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.  • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.  • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). |

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| Copy of the Yearly Overview for whole school here! |
| Vocabulary??? |
| Year 1  Year 2  Year 3  Year 4  Year 5  Year 6 |

I haven’t mentioned about knowledge organisers or how we assess learning e.g. Quiz, KWL, test etc. (Impact)