

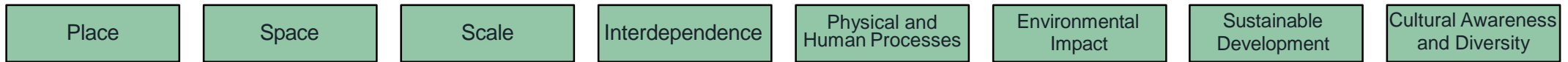
# Holy Cross Geography Progression



## Concepts



## Secondary Concepts



## Curriculum Aims

- To develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
  - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

## Progression

### EYFS

#### Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

# Holy Cross Geography Progression



Y1

## Our Local Area



Where in the world do I live?

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans.  I can understand that the UK is split into countries.	I can understand how my local area fits within the United Kingdom.	I can identify seasonal and daily weather patterns in the UK.	
<u>Fieldwork unit</u>	Our local park- What is at our local park? How do people get there?  Our school environment-Do our school grounds support plant life?			

Y2

## Mexico



What are the similarities and differences between Sutton Coldfield and Tulum, Mexico?

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans.  I can understand that the UK is split into countries.  I can identify some key human and physical features of my local area.  I can use simple compass directions and locational and directional language to describe the location of features on a map.  I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK.  I can understand how my local area fits within the United Kingdom.	I can understand that the poles and equator impact the climate on Earth.	I can understand the similarities and differences between my country and other countries.



	I can use a key.		
<u>Fieldwork unit</u>	Investigating weather and climate How can we record and measure weather phenomena?		

Y3

## The United Kingdom

What are the key geographical features of the UK, and my region?



Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I can understand that places can have meaning to people.</p> <p>I understand that people can choose to use land in different ways.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I can identify some key human and physical features of the UK and my region.</p> <p>I can use compass points, four-figure grid references, symbols, and keys.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p>	<p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes that take place in the UK, including settlements.</p>	<p>I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.</p>
<u>Fieldwork unit</u>	Land use, economic activity and travel- What facilities are in my local area and how to people travel there? Bee conservation -How can we make our school environment more bee friendly?			

# Holy Cross Geography Progression



Y4

Italy

What are the similarities and differences between my region and Campania, Italy?

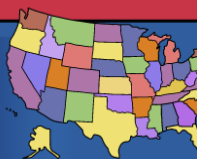
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography.</p>	<p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania.</p> <p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can compare key physical features in Campania to those in my own region.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that Campania is a region within Italy.</p> <p>I can understand that England and Italy are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how the tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>I understand human processes in my region and Campania, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my region and Campania and give some examples.</p> <p>I can understand that cultural identity may vary from region to region.</p>
<p><u>Fieldwork unit</u></p>	<p>Fieldwork - Locality study: Birmingham- How can I use mapping skills to learn about Birmingham?</p> <p>Fieldwork- Investigating weather and climate- How can we record and measure weather phenomena?</p>			

# Holy Cross Geography Progression



Y5

## The United States



What are the similarities and differences between my region and the Western United States?

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I understand that people in a particular region can have a strong identity linked to their region.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</p>	<p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can identify some of the countries of North America and their capital cities.</p> <p>I can identify some key settlements in the Western USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes.</p> <p>I can identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in the Western USA.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the USA is a country within the continent of North America.</p> <p>I can understand that the West is a region within the USA.</p> <p>I understand that there are states, cities and towns within the West region of the USA.</p> <p>I can make comparisons between my country and the US in terms of the size of the land and the population.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA.</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Western USA, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my country and other countries and give some examples.</p> <p>I can explain the reasons for these similarities and differences.</p> <p>I can understand that cultural identity may vary from region to region.</p>
<p><u>Fieldwork unit</u></p>	<p>Rivers- What are the features of my local river?</p>			

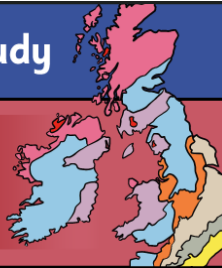
# Holy Cross Geography Progression



Y6

## UK Depth Study

What is the economic activity of the UK, and how sustainable is it?



Place	Space	Scale	Interdependence	Physical and Human Processes	Environmental Impact	Sustainable Development	Cultural Awareness and Diversity
I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	I can identify the location of my region within England.  I can use clues to identify my region's key human and physical geographical features and landmarks.	I can understand how my region is an area within England.  I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.	I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products.  I can understand that what happens in the United Kingdom can have an impact on other places.	I can understand human processes in the United Kingdom, including agriculture, transportation, healthcare, waste management, automation, energy generation, water production and the global market.  I can explain how economic activity in the United Kingdom has changed over time.	I understand that humans impact the environment in many ways, including burning fossil fuels.  I understand that human behaviour can trigger global effects such as climate change.  I understand how different industries in the United Kingdom can harm the environment.	I can understand that it is important to consider sustainability when approaching economic development.  I can suggest ways in which industries in the United Kingdom can become more sustainable for future generations.	
<u>Fieldwork unit</u>	Sustainability- How can our school reduce plastic waste?						