

Geography Progression Document

EYFS	Year 1		Year 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Places have names to help people describe where they are. • Places can be different sizes and types. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • A place is more than just a location, it is about how it looks, what is there and how it makes you feel. • A place has different features that make it unique. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Landscape and surrounding environment are important parts of a place. • No two places are exactly alike.
Lower key stage 2		Upper key stage 2	
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • A 'place' encompasses distinctive features, landscape, community, and diversity. • A 'place' is shaped by various factors including culture and shared experiences. • As individuals, they are part of the process of shaping the place where they live. • People's shared experiences of a place can help people to connect as a community. • Places are interconnected, influencing and being influenced by other places. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. • Factors such as socio-economic influences, historical context, and environmental impact can influence a place. • The significance of different places may vary from person to person. 	

Progression of understanding

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<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Things can be distributed or spread out across a space in different ways. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Patterns can be seen in the way features are distributed within a space. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • How far apart features are in a space can be compared and contrasted.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • The concept of space can be observed in various physical and human geographical features like landforms and urban areas. • 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. • Elements, such as information, goods and people, within a space relate to and influence each other. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • 'Space' involves examining features and the relationships between them. • Pattern, within the concept of 'space', refers to how distributions of things repeat or vary. • That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.

Progression of understanding

EYFS	Year 1	Year 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Some places are bigger than others. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Some features of an environment are bigger or smaller than others. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent). • Maps are small - scale representations of a place.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Scale can refer to local, national, international and global. • Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. • Different geographical concepts and processes can be observed, interconnected and understood at these different scales. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns. • Geographers examine features and the relationships between them at different scales, depending on their intended outcome. • The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. • When discussing and debating geographical issues the issue of scale is relevant to stakeholders.

Progression of understanding

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<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Aspects of our world are connected. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Features and people are connected and rely on each other. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> People, places, environments and processes are connected and can affect each other.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Changes or events in one location can affect another, regardless of distance. Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place. Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> More complex interdependencies exist, such as how the economy of one place can affect another. Interdependence shapes our world, such as how trade connects different countries.

Progression of understanding

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<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• The physical environment changes over time.	<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• Humans can have an impact on our surroundings.	<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• Physical changes and human influences like urban growth can change the landscape of an area.• Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss.		<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels.• There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.

Progression of understanding

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<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• Taking care of our environment is important and there are ways we can help do this.	<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• Human activities can impact the environment in many ways and there are things we can do to care for the world around us.	<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• Human activities can have a positive or negative impact on the environment.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally.• It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling.• The impact of human activities on ecosystems and the environment may have long-term effects.		<p>Pupils build understanding that:</p> <ul style="list-style-type: none">• There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources.• There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability.

Progression of understanding

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<p>Pupils build understanding that:</p> <ul style="list-style-type: none">● People have different daily practices and ways of life.	<p>Pupils build understanding that:</p> <ul style="list-style-type: none">● There are many similarities and differences between the ways of life of people in different places.	<p>Pupils build understanding that:</p> <ul style="list-style-type: none">● That similarities and differences between environments can contribute to cultural diversity.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none">● They are part of a local, national and global community.● There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment.		<p>Pupils build understanding that:</p> <ul style="list-style-type: none">● That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics.● Different perspectives can provide different ways of understanding and interpreting the world.

Progression of understanding