

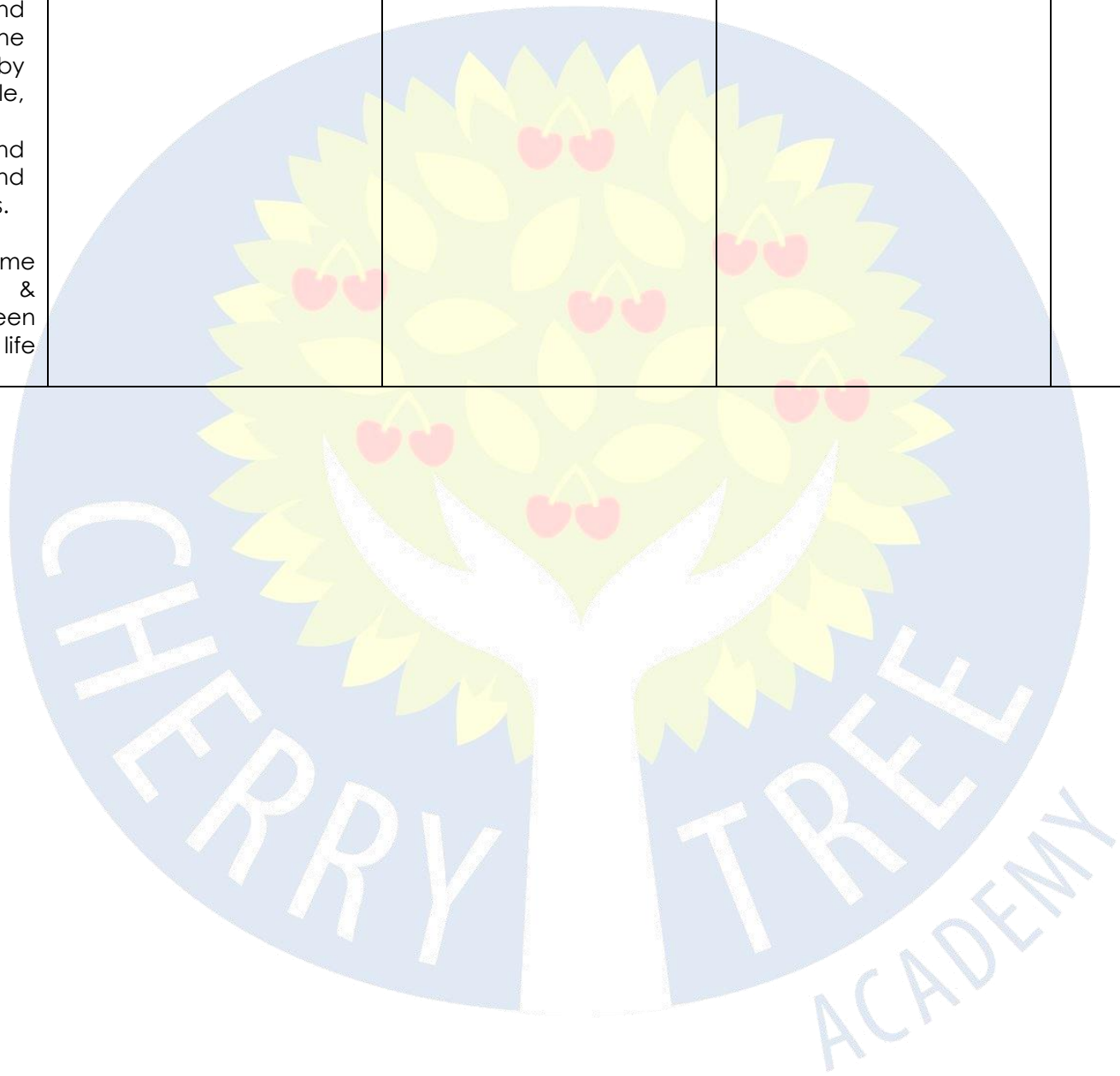
Cherry Tree Academy

GEOGRAPHY

Progression

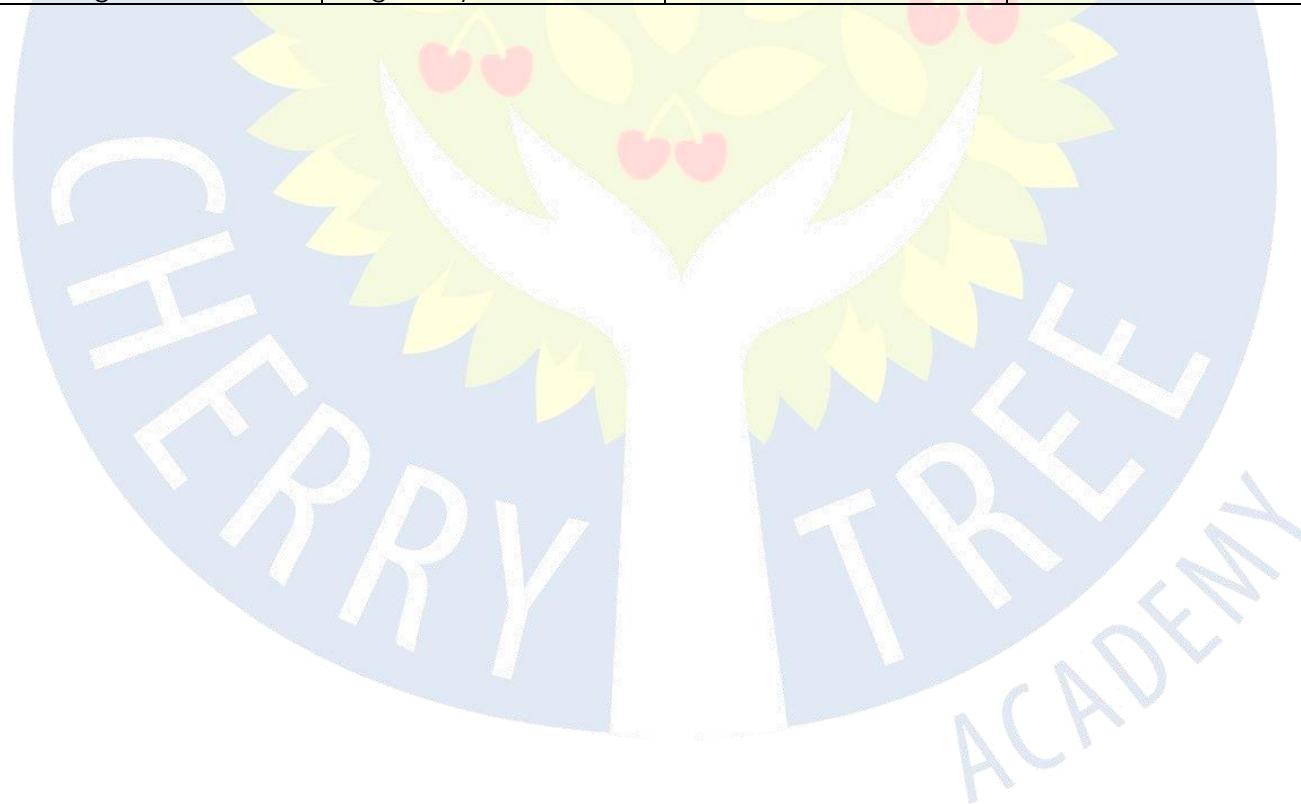
Cherry Tree Academy Geography Progression					
	Space, Place and Scale	Human and Physical Processes	Interconnections	Cultural Awareness and Diversity	Environmental Impact and Sustainability
EYFS	<p>Observe, find out about and identify features in the place they live and in the natural world.</p> <p>Find out about their environment and talk about those features they like/dislike.</p> <p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Observe and identify features in the place they live and the natural world.</p> <p>Talk about features.</p>	<p>Explore their local environment and talk about the changes they see.</p> <p>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</p> <p>Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Examine change over time.</p> <p>Describe some actions which people in their own community do that help to maintain the area they live in.</p> <p>Draw information from a simple map</p> <p>Interpret range of sources of geographical information, including maps, globes, photographs</p>		

	<p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>Recognise some similarities & differences between life in this country & life in other countries</p>				
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Year 1		<p>Maps and plans show the distance between places or objects accurately, through using a map scale.</p> <p>Understanding space extends from concrete observations to more abstract ie areas of Local area children have not directly observed</p> <p>They can be drawn at different levels of detail: from the positions of objects in a room (a plan) to the location of countries, continents and oceans in the world (a world map).</p> <p>Idea of scale using concrete experience /objects</p>	<p>Identify, sort and classify human and physical features for school and local area</p> <p>Compare and contrast different places through physical and human features</p>	<p>Introduce concept of interdependence between physical and human features and what happens in a place or space, reasons for settlement</p>	<p>Someone's cultural awareness is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values</p>	<p>How do we look after our immediate locality? – home, school, link to litter, recycling, eco team in school, home recycling impact</p> <p>Why do we need to do this? – establish a base understanding of what children understand of 'their' environment</p>
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Year 2		<p>Abstract scale of 'world'</p> <p>Begin to understand influences on 'place' based on geographical features</p> <p>Understand what is in a place and what happens there is impacted by human and physical features</p> <p>Scale is widening from local to global</p>	<p>Introduction to basic understanding there are different climate zones across the world – polar, temperate, arid, tropical, Mediterranean, mountains impacted by location</p> <p>Begin to understand how human and physical geographical features can impact both positively and negatively</p>	<p>Begin to see the world 'connects' moving from concrete to more abstract and impact of connections between where in the world places are, weather and impact on key physical and human features</p>	<p>Weather, impact difference places in the world have different cultural identities</p> <p>Recognise diversity in cultures – music, dance, food, language, opportunities school as direct comparison with own experiences</p>	<p>Comparing access to water as a resource (Soweto and Pontefract)</p> <p>Beginning to understand settlements, trade, sustainability children need to have a secure 'place' 'space' and 'scale' understanding and weather to build on in later units</p>
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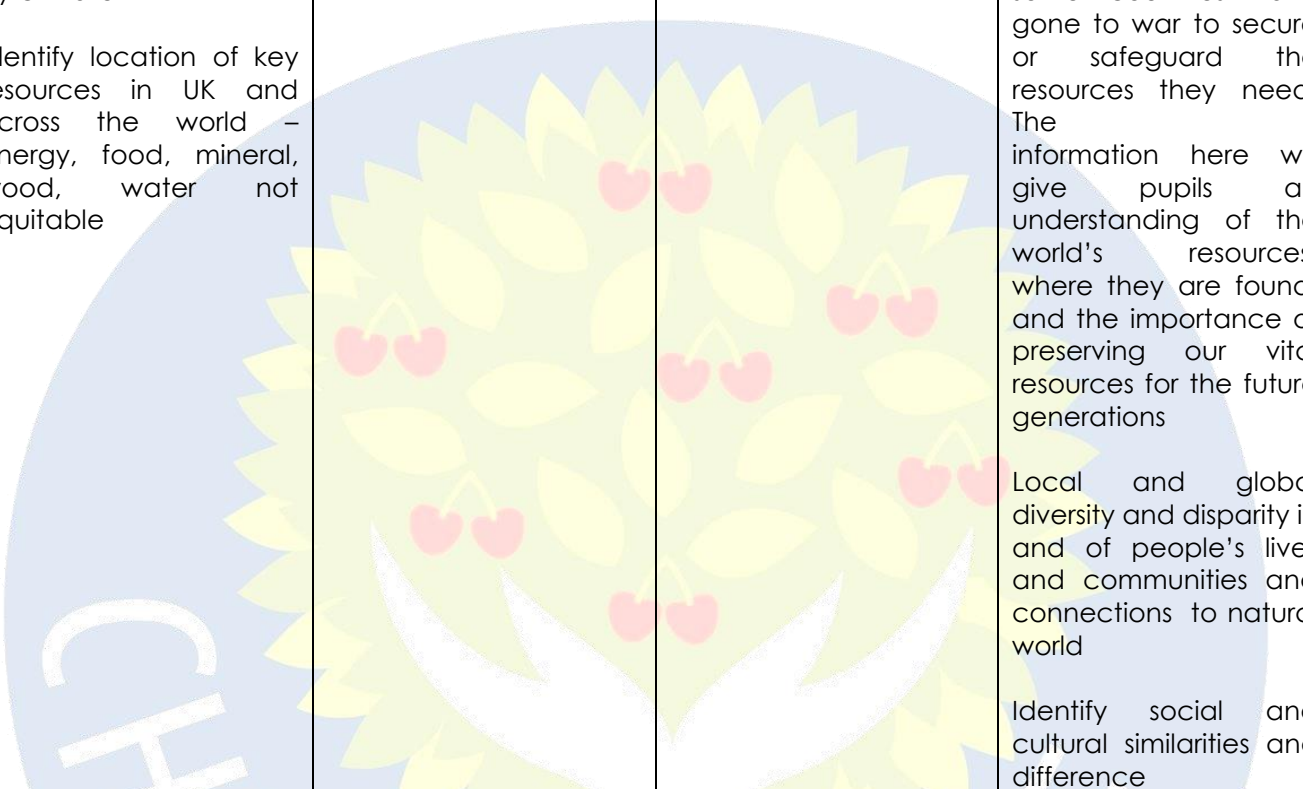


Year 3		<p>Identify key topographical features on a map (including hills, mountains, coasts and rivers) that would be reason for settlement (compare and contrast)</p> <p>Ability to use a range of maps and zoom in to key features both large and small scale looking for patterns, generalisations</p>	<p>Definition and types of land use and how this impacts development – settlements, trade links</p> <p>Understand how land use has changed over time and impact of physical and human features has on this, understanding positive and negative impact</p>	<p>Understand what a settlement is and purpose/design of settlement and contributing geographical factors ie topography of landscape</p> <p>Identify land use and impact on settlement – changing landscape over time and reasons why</p> <p>Understand what a settlement needs – transport, economy, government, trade, possible natural resources</p> <p>Impact of trade on settlement and reason</p> <p>Understand interdependence between the physical and human landscapes within the UK</p>	<p>Understand how land use has changed over time in North west and impact on cultural awareness and diversity in different settlements</p> <p>Place names can contribute to pupils' developing sense of place. In an increasingly globalised world, a sense of place is fundamental for their identity and understanding about themselves and others.</p> <p>Develop a broad understanding of the historical development of settlement and be encouraged to express well-balanced opinions on contemporary geographical issues in society</p>	<p>Identify land use and impact and sustainability on settlement – changing landscape over time, use of natural resources and sustainability regional regeneration projects in our locality</p> <p>Change and consequence over time – Roman</p> <p>How has environment been cared for over time – changes consequences, future?</p> <p>Use of earth's natural resources –sea, tourism impact and pro and con</p>
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Year 4		<p>Develop fluency of where in the world locations are using a range of globes, atlas, maps and seek patterns, generalisations</p> <p>Develop spatial awareness</p> <p>Compare using maps geographical similarities and differences comparing topography and over time</p>	<p>Understand geographical similarities and differences through the study of human and physical geographical features</p> <p>Explains the processes that create and change natural and social environments – pro and cons</p> <p>Understand land-use patterns; and understand how some of these have changed over time.</p>	<p>Consider how different places 'fit' together links between features, places and events, people and impact on settlement</p> <p>Interdependence – trade, physical features on trade/farming comparing and contrasting, asking geographical questions</p> <p>Mountains and volcanoes have an extensive influence over many other physical geography aspects, including vegetation belts, climate, rivers and the water cycle, as well as human geography elements including settlements, land use, trade links and the distribution of natural resources</p> <p>Understand process that give rise to key physical geographical features – how these are interdependent and how they bring special variation and change over time</p> <p>Climate change is likely causing parts of the</p>	<p>Diversity and disparity in and of people's lives living in area studied and connections to natural place they live in</p> <p>Impact and affect climate, human and physiological features have</p> <p>Identify social and cultural interests/history, changes over time and impact - tourism</p> <p>Identify how/why people use environmental resources, adapt places, interact and value, modify or conserve local and national cultures, places and identities</p> <p>Understanding how people use environmental resources</p>	<p>Interaction between the natural and human environments and effects on each other – change and consequence</p> <p>Flooding – reason why it occurs, environmental impact, case study Yorkshire Dales, Aire-Calder Navigation canal impact on human, and impact on climate change</p>
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			 <p>water cycle to speed up as warming global temperatures increase the rate of evaporation worldwide. More evaporation is causing more precipitation, on average. Higher evaporation and precipitation rates are not evenly distributed around the world. We are already seeing impacts of higher evaporation & precipitation rates, and the impacts are expected to increase over this century as climate warms.</p> <p>Higher evaporation and precipitation rates are not evenly distributed around the world. Some areas may experience heavier than normal precipitation, and other areas may become prone to droughts, as the traditional locations of rain belts and deserts shift in response to a changing climate.</p>		
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Year 5		<p>Place: what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places.</p> <p>Space: describes the formal layout of the natural and human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them</p> <p>Scale: enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised. Scale supports understanding environmental and place processes and making predictions. Develop understanding of locations in world and how these are impacted</p>	<p>Understand how trade is impacted by human and physical processes – types of farming determined by landmass and climate, vegetation belts, biomes, ease of transport availability</p> <p>Connection between location, resources available and impact globally on sustainability and inequality</p> <p>Identify links between features, place, events and people – vegetation, climate, settlement, changes over time</p>	<p>Understand trade at a local and global level and what human and physical features have enable comparison</p>	<p>To understand the idea of a 'pattern' of global trade: that more developed countries export valuable manufactured goods and import less valuable, primary products.</p> <p>Consider the geographical reasons behind this pattern, mainly related to human geography and how developed the country is</p> <p>Understand the fairness of global trade and introduced the idea of 'global citizenship: our actions impacting others in other locations</p> <p>Develop an understanding that energy resources are unequally distributed globally; their availability depends upon their geographic location and the financial wherewithal to exploit them</p> <p>Competition for scarce or valuable natural resources can cause international conflict;</p>	<p>Understand the definition of 'global supply chain' -'the journey travelled by clothing, food items and other products through sustainability and impact</p> <p>Begin to understand impact and sustainability of energy sources both renewable and non-renewable</p> <p>Investigate ways to build sustainable school/home</p> <p>The key messages are the importance of becoming more energy-efficient, and moving away from a disposable lifestyle. Using less of everything means less energy is used for creation, distribution and disposal</p>
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		<p>by climate</p> <p>Identify location of key resources in UK and across the world – energy, food, mineral, wood, water not equitable</p>		<p>some countries have gone to war to secure or safeguard the resources they need. The information here will give pupils an understanding of the world's resources, where they are found, and the importance of preserving our vital resources for the future generations</p> <p>Local and global diversity and disparity in and of people's lives and communities and connections to natural world</p> <p>Identify social and cultural similarities and difference</p>	
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Year 6		<p>Place: what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places.</p> <p>Space describes the formal layout of the natural and human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them</p> <p>Scale enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised.</p>	<p>To help understand climate change geographers are utilising information constantly to try and predict timescales based on their understanding of human and physical processes etc</p> <p>Describe and understand the key aspects of physical geography, including: biomes and vegetation belts, rivers and mountains</p> <p>Describe and understand key aspects of: physical geography, including: climate zones</p>	<p>Causes of rises in global temperature and impact</p> <p>Key physical and human characteristics as they relate to urbanisation and how these are interconnected</p>	<p>Global responsibility, awareness, rights</p> <p>Develop an understanding of cultural identity and what forms and develops it</p>	<p>Impact of climate change on biomes, vegetation, - research own area of impact or cause local to global scope</p> <p>Examining human and physical 'push and pull' factors related to urbanisation and impact</p>
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