

Geography Progression Map



Intent, Implementation, and Impact	How
<p>Intent - What we want pupils to learn, and why</p>	<p>An engaging and relevant geography curriculum, building upon place knowledge, locational knowledge and local knowledge alongside the development of substantive and disciplinary skills.</p> <p>During Summer Term 2, all pupils engage in a whole-school enquiry: What Makes Jersey Unique? We have deliberately developed our curriculum to focus on practical fieldwork skills and a clear, progressive sequence of learning in our Golden Threads.</p> <p>Ensures continual revisit of our chosen geographical 'Golden Threads'</p> <ul style="list-style-type: none"> • Island life • Location • The natural world • Sustainability • People and places • Connections <p>Aims to develop disciplinary knowledge over time</p> <ul style="list-style-type: none"> • Fieldwork • Mapwork • Similarity and difference (also in History) • Cause and consequence (also in History) • Using evidence (also in History) • Asking and answering questions

<p>Implementation - How the curriculum is organised and delivered over time</p>	<p>Shows spiral progression from EYFS → Year 6 with concepts and big ideas continually revisited</p> <p>Vocabulary progression clearly mapped</p> <p>Lessons delivered for 1.5hours per week</p> <p>Centrally planned Long Term Plan and Progression Maps to ensure sequence and progression throughout school.</p> <p>Enquiry questions per unit and per lesson</p>
<p>Impact - How we know pupils are learning more over time</p>	<p>By the end of primary school, pupils at Bel Royal will have developed a strong understanding of the world, their place within it and the unique identity of Jersey as an island community. Through the geography golden threads of island life, location, the natural world, sustainability, people and places, and connections, pupils will understand how physical and human geography shape environments and communities locally and globally.</p> <p>Pupils will confidently use geographical disciplinary skills including fieldwork, mapwork, using evidence, asking and answering questions, identifying similarity and difference, and understanding cause and consequence. They will be able to interpret maps, use atlases and digital technology, conduct fieldwork enquiries and communicate geographical understanding using appropriate vocabulary and evidence.</p> <p>Children will leave primary school as curious, informed and responsible global citizens who can explain geographical processes, make connections between places, and reflect thoughtfully on sustainability and the future of their local and global environments.</p>

	Geography Unit 1 (Disciplinary Skills)	Geography Unit 2 (Place Knowledge)	Geography Unit 3 (Local Study)
Y1	Where do explorers explore?	How far is Jersey from the United Kingdom?	Where is our school?
Y2	Why is Jersey's climate good for farming?	How is Madagascar similar and different to Jersey?	How does Jersey compare to the other Channel Islands?
Y3	Where do people live within the UK?	Which different biomes are found in South America?	How does the sea affect work and play?
Y4	How do rivers provide for the communities near them?	Why do people settle in Europe?	What are the pros and cons of living on an island?
Y5	How does physical geography impact a region? (A case study on Greece)	What makes North America such a diverse continent?	Why is St Aubin a good place for a fort?
Y6	Why do we have different time zones around the world?	How does the Amazon provide for its community?	What is Jersey's identity and how can we protect it?

Progression of Knowledge and Skills in Geography:

	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	Name and locate the world's seven continents and five oceans Use simple compass directions. Use simple directional language (near / far)	Recap continents and oceans Use directional language to describe locations and routes on maps.	To know what a country is. Locate a given country on a map (eg: Brazil) Locate the Channel Islands on a map Locate South America on a map and name some countries and	Locate the UK on a map Identify cities and counties within the UK and describe their human and physical characteristics Revise 8 points of a compass.	Locate North America on a map. Comment upon key geographical regions, cities, countries, human & physical geography. Compare the human and	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich

			<p>cities. Understand the difference between a country and continent.</p> <p>Use the 8 points of a compass</p> <p>Understand maps use symbols to give information</p>	<p>Use a four-figure grid reference</p> <p>Use symbols and keys to build knowledge of the UK</p>	<p>physical features of contrasting places.</p> <p>Revise 4 figure grid reference</p> <p>Understand symbols used within Ordnance Survey maps</p>	<p>Meridian and time zones (including day and night).</p> <p>Use a 6-figure grid reference</p>
Place Knowledge	<p>Identify human and physical features in our local area</p> <p>Name some of Jersey's parishes</p> <p>Identify Jersey on maps, globes and in an atlas.</p>	<p>Compare human and physical geography of Jersey compared to another contrasting place (Madagascar)</p> <p>Name and locate Jersey's parishes</p> <p>Identify and locate the Channel Islands and surrounding waters. Find them in atlases, globes and maps. Understand Channel Islands in relation to UK and France.</p>	<p>Understand similarities and differences through a study of the human and physical features of Jersey.</p> <p>Explain the human and physical features of South America and comment upon the diversity of the continent.</p>	<p>Understand similarities and differences through a study of the human and physical features of Jersey and compare with a region in the UK.</p> <p>To know countries that make up Europe and locate on a map (including Russia)</p>	<p>Understand similarities and differences through a study of the human and physical features of Jersey and compare with a region in Europe (Greece).</p> <p>Compare Jersey with a location in another continent (North America)</p>	
Human and Physical Geography	Weather patterns in the UK	Compare weather patterns of UK and Jersey	Describe and understand key aspects of physical	Describe and understand key aspects of physical	Describe and understand key aspects of physical	Describe and understand key aspects of physical

	<p>Seasonal weather</p> <p>Use basic geographical vocabulary to refer to -</p> <p>♣ key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river,</p> <p>♣ key human features, including city, town, village, farm, house, office, and shop.</p>	<p>Know hot and cold locations (reference north / south poles and equator)</p> <p>Use basic geographical vocabulary to refer to -</p> <p>♣ key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour, reservoir and shop.</p>	<p>geography, including Biomes, coasts and vegetation belts.</p> <p>Describe and understand key aspects of human geography, including settlement and land use (Amazon)</p>	<p>geography, including: The water cycle and rivers.</p> <p>Understand how a river is formed and the impact on its locality.</p> <p>Describe and understand key aspects of human geography, including settlement across Europe</p>	<p>geography, including Coasts & tides (build on Y3), mountains, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography, including settlement patterns of North America</p>	<p>geography, including Climate zones and biomes (build on Y3)</p> <p>Describe and understand key aspects of human geography, including land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (build on Amazon- Y3)</p> <p>Comment upon how land is used for different purposes and how these change over time.</p>
<p>Fieldwork Skills</p>	<p>Represent familiar visited places using small world play, model making or role-play areas (e.g. a</p>	<p>Make annotated drawings to show variations in features (e.g. differences</p>	<p>Make models, annotated drawings and field sketches to record</p>	<p>Produce more detailed annotated drawings and field sketches, showing</p>	<p>Make models, annotated drawings and field sketches to record observations</p>	<p>Produce detailed annotated drawings and field sketches, highlighting</p>

	shop, library or Health Centre)	between houses along a local street)	observations made during fieldwork	specific patterns or variations	clearly and accurately	patterns, changes and relationships
	Add simple details to teacher-prepared drawings, such as doors, windows or features of buildings	Draw freehand maps of familiar places such as the school grounds, a local street or a park	Draw freehand maps of simple routes, such as a walk to a local site, identifying key landmarks	Draw more accurate freehand route maps, including direction and relative position	Draw freehand maps of visited sites, showing relative position and key features	Draw accurate freehand maps, including more precise positioning and relevant details
	Take digital photographs of familiar places or features in the local environment	Relate a large-scale plan to the real environment, identifying key features they recognise	Relate a large-scale plan of the local area or fieldwork site to the real environment, identifying features linked to the enquiry	Confidently relate large-scale maps or plans to the environment, selecting features most relevant to a geographical enquiry	Relate large-scale plans to the fieldwork site, identifying features most relevant to the enquiry	Confidently relate large-scale plans and maps to fieldwork sites, selecting and justifying relevant features
	Collect simple quantitative data (e.g. favourite places to play or how pupils travel to school) and present it as a pictogram	Mark information on plans using colour or symbols to record observations	Record selected geographical information on a map or plan using colour or simple symbols	Record geographical data on maps using symbols, colour and a simple key	Record selected geographical data on maps using symbols, colour and a simple key	Record geographical data on maps using consistent symbols, colour and a clear key
	Use simple recording techniques (e.g. smiley/sad face	Take digital photographs to support geographical investigations and record evidence			Take digital photographs and annotate them with labels or captions	

	<p>worksheets) to express how they feel about a place and explain what they like or dislike</p> <p>Begin to talk about what they notice during short, teacher-led fieldwork experiences</p>	<p>Make digital audio recordings when interviewing people in the local community (e.g. shop worker, librarian or nurse) about their job</p> <p>Use a simple questionnaire to gather information (e.g. views on improving playtimes) and discuss results</p> <p>Collect, record and compare quantitative data linked to local fieldwork questions</p> <p>Explain their views about places with clearer reasons, linking feelings to specific features</p>	<p>Take digital photographs during fieldwork and add basic labels to explain features</p> <p>Make digital audio recordings for a clear purpose (e.g. recording traffic or environmental sounds)</p> <p>Collect quantitative data and present findings in simple charts or graphs</p> <p>Use a teacher-supported questionnaire to collect numerical fieldwork data</p>	<p>Take digital photographs and annotate them with thoughtful captions linked to enquiry questions</p> <p>Use digital audio recordings as evidence within investigations (e.g. comparing noise levels at different times or places)</p> <p>Collect, analyse and present quantitative data using a range of charts and graphs</p> <p>Design and use questionnaires independently to gather numerical fieldwork data (e.g.</p>	<p>linked to enquiry questions</p> <p>Make digital audio recordings (e.g. to capture environmental sounds or create simple soundscapes)</p> <p>Collect, analyse and present quantitative data using a range of charts and graphs</p> <p>Design and use questionnaires to collect qualitative data (e.g. pupils' views on plastic waste)</p> <p>Design and conduct interviews</p>	<p>Use digital photographs and captions as evidence to support geographical conclusions</p> <p>Create and analyse digital audio recordings, comparing soundscapes across locations</p> <p>Collect, analyse and present quantitative data effectively, identifying trends and anomalies</p> <p>Design and refine questionnaires to gather and compare</p>
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			<p>Develop a simple method of recording feelings about a place, explaining their responses using geographical vocabulary</p>	<p>travel patterns or shopping habits)</p> <p>Design and conduct interviews to explore people's views about local spaces and places</p> <p>Use simple sampling techniques appropriately (e.g. time sampling during a traffic survey)</p> <p>Apply a simplified Likert Scale to record judgements about environmental quality</p> <p>Explain their personal responses</p>	<p>to explore people's opinions and experiences</p> <p>Use standard field sampling techniques with guidance (e.g. taking water samples from a stream)</p> <p>Explain initial views about places or developments, beginning to consider advantages and disadvantages</p>	<p>qualitative viewpoints</p> <p>Plan and conduct fieldwork interviews to explore contrasting views (e.g. opinions on a proposed development)</p> <p>Use standard sampling techniques independently (e.g. water sampling, counting methods)</p> <p>Design and use evaluation tools to record and explain feelings about the advantages and disadvantages of developments</p>
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				to places using clear reasons supported by evidence		Conduct transects to observe and record changes in land use and building types across an area Draw reasoned conclusions, supported by evidence collected during fieldwork
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Progression of Geography Golden Threads through Bel Royal School:

Golden Threads:	Y1	Y2	Y3	Y4	Y5	Y6
Island Life	Identify Jersey and local parish features. Understand the school as part of an island community.	Compare Jersey with other Channel Islands and Madagascar. Begin identifying advantages and challenges of island living.	Explore how the sea affects work and recreation.	Evaluate pros and cons of island life including tourism and settlement.	Study strategic coastal locations such as St Aubin and the relationship between defence and geography.	Investigate Jersey's identity and sustainability. Evaluate how island identity can be preserved.

Location	Use simple locational language and compass directions. Identify continents, oceans, Jersey and the UK.	Locate hot and cold regions and use simple mapping and aerial photographs.	Introduce 8-point compass directions. Use digital mapping.	Introduce 4-figure grid references. Apply mapping skills confidently across Europe and the Channel Islands.	Introduce OS map skills.	Introduce apply 6-figure grid references. Apply advanced global location knowledge including longitude, latitude and time zones.
The Natural World	Identify basic physical features and weather patterns.	Study climate and farming links. Explore hot and cold climates	Study coasts, tides, biomes and natural resources.	Explore rivers and the water cycle.	Study mountains, volcanoes and earthquakes.	Study climate zones, global ecosystems and sustainability.
Sustainability	Care for the local environment and school grounds.	Recognise how climate affects farming and resources.	Understand how humans interact with coastal environments and natural resources.	Consider sustainable land use and tourism.	Explore how environments affect where people live and work.	Evaluate sustainability, conservation and protecting Jersey's identity and environment.
People and Places	Identify local human features including towns, villages and harbours.	Compare communities and settlements between Jersey and Madagascar.	Study settlements and population distribution in the UK.	Investigate why people settle near rivers and in Europe.	Compare settlement patterns across continents.	Analyse how communities use natural resources and maintain cultural identity.
Connections	Recognise basic routes and local connections.	Understand farming links to climate and trade.	Explore links between coasts, jobs and recreation.	Study trade links, tourism and economic activity.	Investigate global interdependence and continental diversity.	Evaluate global trade, resources and environmental connections.

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Progression of disciplinary geography knowledge through Bel Royal School:

	KS1	LKS2	UKS2
Fieldwork	Observe school grounds and local area. Create simple maps and collect observations.	Measure, record and present data using graphs, plans and digital tools.	Independently design and present fieldwork using a range of geographical methods.
Mapwork	Use globes, atlases and simple compass directions	Use digital mapping, 8-point compass directions and 4-figure grid references.	Use OS maps, 6-figure grid references and advanced spatial understanding.
Similarity and Difference	Compare local places and islands.	Compare regions within the UK, Europe and South America.	Evaluate differences between global regions and environments.
Cause and Consequence	Discuss how weather affects daily life.	Explain how rivers, coasts and trade influence communities.	Analyse how physical geography impacts settlement, sustainability and identity.
Using Evidence	Observe and describe features.	Record and present fieldwork findings using tables and graphs.	Use evidence to justify geographical conclusions and evaluations.
Asking and Answering Questions	Ask simple geographical questions about places.	Develop enquiry questions linked to settlements and environments.	Construct and answer complex geographical enquiries using evidence.