Geography

Progression of Learning Document

Place Partnership

A MULTI-ACADEMY TRUST

Our Vision

At Horbury Primary Academy, we believe geography helps children make sense of the world around them and understand their place within it. Through our vision of **Strong Roots, Growing Minds**, we aim to inspire curiosity, wonder and a lifelong fascination with the diverse environments, people and places that shape our world.

Our geography curriculum is designed to develop pupils' understanding of both the physical and human features of the Earth, equipping them with the knowledge and skills needed to explore, question and interpret the world around them. Through carefully sequenced learning, pupils build a secure understanding of geographical concepts, enabling them to recognise the connections between people, places and environments at a local, national and global level.

A key feature of the **Horbury Way** is ensuring that children develop a deep understanding of their local area before extending their knowledge to the wider world. By exploring the geography of Horbury, Yorkshire and the United Kingdom, pupils develop a strong sense of place, identity and belonging whilst gaining an appreciation of the diversity of communities, cultures and landscapes across the globe.

Through rich geographical enquiry, fieldwork experiences and ambitious vocabulary instruction, we encourage children to ask questions, investigate contemporary issues and develop an understanding of how the world is constantly changing through the interaction of physical and human processes.

When children leave Horbury Primary Academy, we aspire for them to have developed:

- A passion for geography and a curiosity about the world around them.
- Secure knowledge of places, locations and environments within Britain and across the wider world.
- A strong understanding of physical and human geographical processes and how they shape our planet.
- Confidence in using geographical vocabulary accurately and effectively.
- The ability to undertake geographical enquiries, investigations and fieldwork.
- An appreciation of their local community and how it compares with contrasting locations around the world.
- An awareness of global issues and an understanding of their role as informed and responsible citizens.
- The confidence and curiosity to continue exploring the world throughout their lives.

Implementation

Geography is taught through carefully planned and progressive units that enable pupils to build knowledge and skills over time. Learning is designed to ensure that children know more, remember more and apply their geographical understanding confidently in a range of contexts.

Every lesson follows the Horbury curriculum approach:

- Prior learning is revisited through retrieval activities to strengthen long-term memory and establish links between new and existing knowledge.
- Key geographical vocabulary is explicitly taught and revisited through Knowledge Mats, enabling pupils to understand, retain and apply important concepts.
- Teachers provide clear explanations, modelling and guided practice before pupils apply their learning independently.
- Lessons conclude with an enquiry question that allows pupils to demonstrate understanding, explain their thinking and make meaningful geographical connections.

Throughout the curriculum, pupils are encouraged to think and work like geographers by asking questions, analysing data, interpreting maps, exploring sources and drawing conclusions about the world around them.

To ensure high-quality geography provision, teachers:

- Have a clear understanding of the key assessment criteria and sticky knowledge for each unit.
- Plan progressive learning sequences that build upon prior geographical knowledge and skills.
- Explicitly teach and revisit ambitious geographical vocabulary.
- Provide opportunities to interpret, analyse and evaluate a range of geographical information and sources.
- Deliver engaging fieldwork opportunities that allow pupils to observe, measure, record and present geographical findings.
- Make purposeful links between geography and the local community.
- Enrich learning through educational visits, visitors and first-hand experiences.

- Explore current geographical issues and the relationship between people and the environment.
- Celebrate diversity by studying a range of countries, cultures and communities.
- Use retrieval practice and low-stakes quizzes to support long-term retention.
- Create stimulating learning environments that raise the profile of geography throughout the school.

Fieldwork plays a vital role in our geography curriculum, providing pupils with authentic opportunities to apply their learning beyond the classroom. Through experiences such as local area studies and residential visits, including opportunities to explore river systems and the water cycle at Coniston Water, pupils develop first-hand understanding of geographical processes and environments.

Impact

Through our geography curriculum, pupils develop the knowledge, skills and understanding needed to become informed, responsible and curious global citizens. They leave Horbury Primary Academy with a secure understanding of the world around them and the confidence to question, investigate and explore it further.

By the end of their primary education, pupils will:

- Demonstrate enthusiasm and engagement when learning about geography.
- Know more, remember more and make meaningful connections between geographical concepts and locations.
- Use geographical vocabulary accurately and confidently.
- Understand a range of physical and human processes and their impact on the environment.
- Apply geographical enquiry skills through fieldwork, investigations and data analysis.
- Interpret maps, atlases, aerial photographs and other geographical sources with increasing confidence.
- Understand similarities and differences between their local area and contrasting regions around the world.
- Appreciate the interconnected nature of people, places and environments.
- Meet or exceed age-related expectations in geographical knowledge and skills.
- Show curiosity, responsibility and a desire to explore and care for the world in which they live.

Through our commitment to **Strong Roots, Growing Minds**, pupils leave Horbury Primary Academy with a deep understanding of their local area, a broader awareness of the wider world and the confidence to engage with the opportunities and challenges of an ever-changing planet.

Assessment for Learning

Assessment for Learning is embedded throughout the curriculum and used to ensure pupils know more, remember more and understand more. Teachers assess pupils' understanding through retrieval activities, purposeful questioning, discussion, observation and the review of pupils' work. This enables misconceptions to be identified quickly and informs future teaching.

At Horbury Primary Academy, each unit culminates in an end-of-unit enquiry question that pupils work towards answering throughout their learning journey. These carefully planned questions provide pupils with the opportunity to demonstrate their knowledge, understanding, vocabulary and disciplinary skills, whilst making meaningful connections to previous learning. Responses may take a range of forms appropriate to the subject and learning objectives.

Assessment information is used to evaluate pupil progress, identify gaps in learning and ensure that all pupils develop a secure understanding of the taught curriculum. Through regular opportunities to retrieve, apply and communicate their learning, pupils strengthen retention and develop increasingly sophisticated subject knowledge over time.

Adaptive Teaching

At Horbury Primary Academy, we are committed to delivering an ambitious curriculum for all pupils. Adaptive teaching ensures that every child can access, engage with and succeed within the same high-quality curriculum whilst maintaining high expectations for all learners.

Adaptive teaching is informed by ongoing assessment and may include:

- Retrieval activities to strengthen prior learning and support retention.
- Explicit teaching and pre-teaching of subject-specific vocabulary.
- Visual supports, modelling and worked examples.
- Carefully planned scaffolds to support understanding and independent application.
- Adapted questioning to provide support, challenge and deepen thinking.

- Flexible grouping and targeted adult support where appropriate.
- Opportunities to revisit key concepts and address misconceptions.
- Alternative methods of recording where necessary to remove barriers to learning.

These adaptations support pupils to develop secure knowledge, build confidence and successfully answer the end-of-unit enquiry question. By responding to individual needs whilst maintaining curriculum ambition, all pupils are supported to flourish academically and personally in line with our vision of **Strong Roots, Growing Minds**.

National Curriculum aims for Geography
Through the teaching of geography, pupils will: • Develop knowledge of the world's countries, continents, oceans and physical and human features. • Understand the processes that shape the Earth's physical and human environments. • Use geographical vocabulary accurately and appropriately. • Interpret and use a range of maps, atlases, globes and geographical data. • Collect, analyse and communicate geographical information through fieldwork and enquiry.

Locational Knowledge

Naming and Locating Places

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Naming and Locating Places	Talk about familiar places and where they live.	Name and locate the four countries and capitals of the UK.	Name and locate the seven continents and five oceans.	Locate countries in Europe and describe their position in relation to the UK.	Locate countries using the Equator, Northern and Southern Hemisphere, Tropics and Prime Meridian.	Locate significant countries, cities and physical features of South America.	Locate and compare significant global regions using a range of geographical knowledge and sources.

Understanding Location

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understanding Location	Use simple positional language.	Use geographical vocabulary to describe location and direction.	Use simple compass directions and locational language.	Use the eight points of a compass to describe location.	Understand latitude, longitude and hemispheres.	Explain locations using a range of geographical terminology.	Analyse how location influences human and physical characteristics of places.

Place Knowledge

Understanding Places

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understanding Places	Talk about places that are important to them.	Describe features of the local area.	Describe similarities and differences between the local area and another location.	Explain characteristics of contrasting environments.	Explain how physical and human features shape places.	Explain how environments influence the lives of people who live there.	Analyse how physical and human geography interact to create the character of a place.

Comparing Places

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Comparing Places	Identify simple similarities and differences between places.	Compare features of familiar places.	Compare human and physical features of two locations.	Explain similarities and differences between contrasting regions.	Compare settlements, environments and land use.	Evaluate similarities and differences between places using geographical evidence.	Analyse and justify geographical comparisons using evidence and data.

Human & Physical Geography

Physical Geography

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understanding Physical Features & Processes	Observe weather, seasons and the natural environment.	Identify weather patterns and seasonal change.	Identify physical features in different environments.	Describe physical processes and environments.	Explain how physical processes shape environments.	Explain interactions between physical processes and environments.	Analyse how physical processes shape landscapes and environments over time.

Human Geography

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understanding Human Features & Activity	Talk about homes, families and communities.	Identify human features within the local area.	Compare human features and lifestyles in different places.	Describe how people use and adapt environments.	Explain how settlement, land use and economic activity affect places.	Explain how people interact with and change environments.	Analyse how human activity impacts environments and communities at local and global scales.

Geographical Skills & Fieldwork

Mapping Skills

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Maps and Spatial Awareness	Draw simple maps of familiar environments.	Use simple maps, globes and aerial photographs.	Use atlases, maps and simple compass directions.	Use maps, atlases, globes and four-figure grid references.	Use latitude, longitude and digital mapping tools.	Interpret maps, graphs and geographical data.	Use a range of mapping techniques including six-figure grid references, scale and contour lines.

Fieldwork & Enquiry

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Geographical Enquiry & Investigation	Observe and discuss the local environment.	Observe, record and communicate geographical information.	Collect and compare information about places.	Use observations and sources to answer geographical questions.	Conduct simple geographical enquiries and investigations.	Collect, record, interpret and present geographical data.	Independently plan, carry out and evaluate geographical enquiries using a range of evidence.

Geography Long Term Plan 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Marvellous Me! Amazing me!	Lets Sparkle Once Upon a Time!	If you go down in the woods today… Help! I need somebody	That's not my pet! Down on the Farm	A Bugs Life All Aboard	Commotion in the Ocean The World In Your Lunchbox
Y1				**Could you be Horbury's best tour guide?** What human and physical features can we see in Horbury? What are the important places in Horbury? How do people use our local area? How can maps help us find our way around Horbury? What makes Horbury special? **End Point: Create a welcome to Horbury guide**	) **Which part of the UK would you most like to visit?** What are the four countries of the United Kingdom? What are the capital cities of the United Kingdom? What makes England special? What makes Scotland, Wales and Northern Ireland special? Which part of the UK would you most like to visit? **End Point: Holiday Advert as a travel agent**	**Where would you rather survive: the Arctic or the Sahara?** Where are the hottest and coldest places in the world? What is life like in the Arctic? What is life like in the Sahara Desert? How do animals survive in these environments? How do people survive in these environments? **End Point: Survival Suitcase**

Y2		**Could you travel around the world without getting lost?** What are the seven continents? What are the five oceans? How is the world organised? What human and physical features can be found around the world? How can maps, atlases and globes help us travel the world? our world? **End Point: Children create passport pages/stamps for each continent visited and present whether they could successfully travel around the world without getting lost.**	**Would you swap lives with a child from Kenya?** Where is Kenya and what is it like? What is the climate like in Kenya? What landscapes and animals can be found in Kenya? What is life like for people living in Kenya? How is Kenya similar to and different from Horbury? **End Point** **Create a picture book called "A Day in My Life and A Day in Their Life"**			**Would Horbury be better if it was by the sea?** What is a coast? What physical features can be found at the coast? What human features can be found at the coast? Why do people work, live and visit the coast? How is a seaside town different from Horbury? **End Point** **Dragon's Den: Move Horbury to the Coast!**
Y3		**Would you risk living in the world's most dangerous places?** What is happening beneath the Earth's surface?	**Could you survive in the world's harshest environments?** What is a desert and where are deserts found?	**Could you navigate your way around the world?** How can atlases help us locate places?		

		Why do volcanoes erupt? Why does the Earth shake? How do tsunamis cause so much destruction? Why do people still choose to live near natural disasters? **End Point** **Dragon's Den: Volcano Village** Children create a pitch persuading families to move to (or avoid) a volcanic settlement.	What is the climate like in hot and cold deserts? What physical features make deserts unique? How do people survive in deserts? Why do people choose to live and work in deserts? **End Point** **Desert Survivor Challenge** Children create: • a survival guide • a survival kit • a "10 things you'd need to survive" presentation	How do grid references help us find locations? How do compass points help us navigate? How can maps show physical and human features? How can maps help us compare countries around the world? **End Point** **Quest for the Lost Treasure of Horbury** **Children create a treasure hunt for another class using:** **maps** **atlases** **compass directions** **grid references**		
Y4		**Does where you live change the life you live?** What are the Northern and Southern Hemispheres?	**How can we help look after our planet?** What is climate change? What causes climate change? Which places are most affected?	**Would you rather live in Greece or Yorkshire?** **Objectives** Where is Greece and what is it like? How does Greece's climate compare with Yorkshire?		

		What are the Equator and the Tropics? How do latitude and longitude help us locate places? Why do time zones exist? How does location affect climate, lifestyle and opportunities?	What is sustainability? What actions can we take? **End Point:** **Become a Geography Influencer** Children create a short video or presentation: *"A Day in the Life of a Child Living..."*	How do people live in Greece? How does Athens compare with London? Why is Greece such a popular place to visit? **End Point** **Travel Wars** Children become travel agents competing to persuade visitors to choose either: • Greece or • Yorkshire		
Y5		**Could Wakefield survive without the River Calder?** What makes a river a river? How does a river change from source to mouth? Where does river water come from? How have rivers shaped where people live? Why is the River Calder important to Wakefield?		**How can one continent contain so many different worlds?** **Objectives** Where is North America and what countries make up the continent? What incredible physical features can be found in North America? Why are climates and biomes so	**Who should decide the future of the Amazon Rainforest?** Why is the Amazon Rainforest one of the most important places on Earth? What makes the Amazon Rainforest such a unique ecosystem? Who lives in the Amazon Rainforest and why does it matter to them?	

		End Point **Create a Podcast "The River That Built Wakefield"** Children become local reporters. Potential links: • River Calder walk • local memories • local photographs • community interviews		different across North America? Why do millions of people choose to live in very different parts of North America? Is New York really similar to life in Yorkshire? **End Point** **Race Across North America** Groups become travel teams. Each team must create a travel documentary showing: • the route • places visited • climates experienced • landmarks explored and answer: *"Have we visited one continent or many different worlds?"*	Why is the Amazon Rainforest under threat? Should people be allowed to cut down the rainforest? **End Point** **The Amazon Trial** The rainforest is "on trial". Children become: • Indigenous communities • Farmers • Loggers • Scientists • Environmental activists • Government ministers and argue who should decide its future.	

Y6		**If mountains disappeared tomorrow, what would the world lose?** What makes a mountain different from a hill? How are mountains formed? Why do mountains provide so much of the world's freshwater? How do people use and depend on mountain environments? What threats face mountain regions today? **End Point** **Horbury Talks (TED Talk Style Event)** Children deliver a presentation to parents, governors or another class answering: **"If mountains disappeared tomorrow, what would the world lose?"**			**If you were in charge of the Yorkshire Coast, what would you save?** 1. What makes the Yorkshire Coast special? 2. Why have people chosen to live by the coast? 3. How do coastal processes change the coastline? 4. What problems does coastal erosion create? 5. How do people try to protect coastal communities? **End Point** **Save Our Coast Summit** Children become: • council leaders • local residents • environmental groups • business owners • engineers The Yorkshire Coast has been given a limited budget. They must decide: What gets protected What doesn't Where money is spent Which communities are prioritised before presenting their final plan.