

Geography- Progression Narrative

- **Intent.** They help assure curriculum breadth, coverage, content and a structure that enables clear progression in knowledge and skills: from lesson-to-lesson, term-to-term and year-to-year. (*Ofsted Handbook, 157: "It is clear what end points the curriculum is building towards, and what pupils will need to be able to know and do at those end points ... The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points."*)
- **Implementation.** The teaching activities in the Oddizzi Schemes will help assure lively, effective and appropriate learning based on the structured Pathways.
- **Impact.** Oddizzi's assessment activities and frameworks will help demonstrate that teaching has resulted in clear and appropriate outcomes.

Progression Narrative

This Pathway assures full National Curriculum (England) coverage and is designed to meet the requirements of the 2019 Ofsted framework. The Pathway involves **three Geography-led Schemes each year**, as set out in Oddizzi Medium-Term Plans and Schemes of Work.

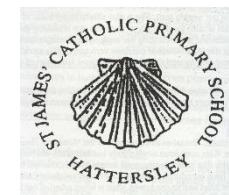
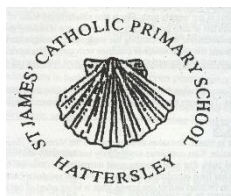
Core skills, knowledge, vocabulary and concepts acquired in the autumn and spring terms are applied towards the end of the year in the context of a place-based study. Place knowledge is cumulative and comparative.

The Pathway assumes a school curriculum **organised around year groups on an annual planning cycle**, rather than combined year groups on a rolling cycle. It assumes that the **school is able to commit approximately six lessons each term** to a geography-led topic, with extra time required in the spring term of Year 5, but a break in the spring term of Year 6.

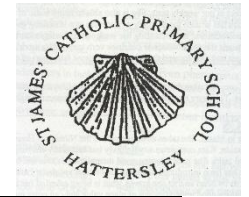
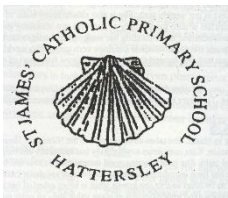
There should be additional opportunities for pupils to carry out fieldwork at least once each year (some opportunities are highlighted).

Fieldwork should be **structured as an enquiry**, with a strong emphasis on geographical concepts and skills, especially **mapwork and data collection, analysis and presentation.**

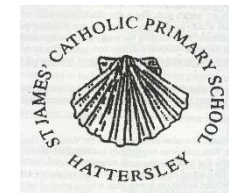
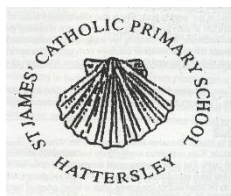
Opportunities should still be taken wherever possible to **reinforce geographical knowledge and vocabulary**, including locational knowledge (e.g. where countries are), through 'geography in the news'; to use maps, globes and atlases; and to reinforce key geographical vocabulary within other subjects. This is shown as a separate 'additional opportunities' column, running across all the year groups. While children should always be assessed for knowledge, schools might identify one of these elements (such as map work skills) as something they can readily monitor, assess and check for progression. We offer additional resources to support vocabulary and map work development and to support written assessment.



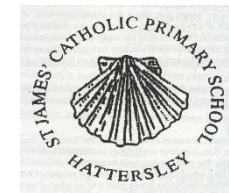
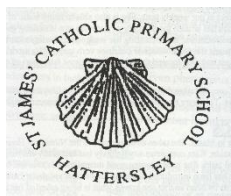
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of Year 1, children should know:</p> <ul style="list-style-type: none"> • basic vocabulary and concepts about weather and the climate; • the main nations and features of the UK, including their locations and related key vocabulary; • the location and features of 	<p>By the end of Year 2, children should know:</p> <ul style="list-style-type: none"> • the names and locations of the world's continents and oceans, and some information about each of them; • where the world's main hot and cold regions are, and some information about 	<p>By the end of Year 3, children should know:</p> <ul style="list-style-type: none"> • where the world's main climate zones are (building on their prior understanding of hot and cold regions); • the location and main human and physical features of North and South America; • the location and human/physical features of Rio de Janeiro and South- 	<p>By the end of Year 4, children should know:</p> <ul style="list-style-type: none"> • the key elements and features of a river; • the key elements of the water cycle; • the names of - and key information on - the world's main rivers; • basic ideas about flood management; • the key elements of a rainforest biome, how these 	<p>By the end of Year 5, children should know:</p> <ul style="list-style-type: none"> • the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; • the main features and types of mountains; • how some people have adapted to life in mountainous areas; • the main features and causes of volcanoes and earthquakes; 	<p>By the end of Year 6, children should know:</p> <ul style="list-style-type: none"> • the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as economic and political processes, the distribution



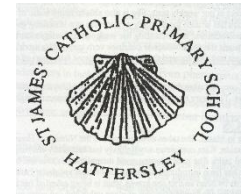
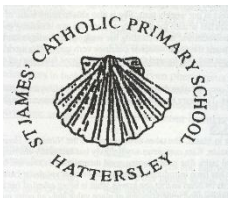
<p>the local area.</p> <p>By the end of Year 1, children should be able to:</p> <ul style="list-style-type: none"> • create a simple weather chart; • annotate a simple map of the UK with some of its key features; • look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way 	<p>what they are like;</p> <ul style="list-style-type: none"> • the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; • how their location within hot and cold regions might affect everyday 	<p>East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;</p> <ul style="list-style-type: none"> • how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; • the location of South-East Brazil and Rio de Janeiro within the South 	<p>contrast with other biomes and the main location of the world's rainforests (including the Congo);</p> <ul style="list-style-type: none"> • the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; • how physical processes involving rivers, the 	<ul style="list-style-type: none"> • the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; • ways in which the location and physical geography of the region impact on (and 	<p>of energy, land use, settlement and change) operate within the UK and their local region;</p> <ul style="list-style-type: none"> • ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; • ways in which the location and distinctive features of the UK and their local region
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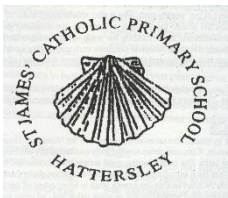
<p>symbols have been used;</p> <ul style="list-style-type: none"> work together to create a simple map of the local area; observe, record, discuss and ask questions about the main features of the local area, based on direct experience; make connections between their investigation of the local area 	<p>life differently in the UK and Zambia.</p> <p>By the end of Year 2, children should be able to:</p> <ul style="list-style-type: none"> use globes and atlases - and annotate maps - to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa; 	<p>American continent;</p> <ul style="list-style-type: none"> about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. <p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; use globes, atlases and 	<p>water cycle and rainforests distinctively apply to the Amazon;</p> <ul style="list-style-type: none"> how some human beings have adapted to life in the rainforest and the Amazon. <p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none"> interpret and explain key information on rivers; evaluate a range of possible flood prevention measures; 	<p>are impacted by) human activity - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;</p> <ul style="list-style-type: none"> how people can respond to a natural disaster, such as an earthquake; ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and 	<p>compare and contrast with those of other places studied.</p> <p>By the end of Year 6, children should be able to:</p> <ul style="list-style-type: none"> interpret a range of maps of the UK and the local region and apply this information to their understanding of it; use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
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<p>and what they have learned about weather, climate and the UK;</p> <ul style="list-style-type: none"> • use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather. <p>In addition, children should have had opportunities to develop their locational and place knowledge,</p>	<ul style="list-style-type: none"> • use globes and atlases - and annotate maps - to identify the world's hot and cold regions, locating the UK and Zambia within them; • look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main 	<p>maps to identify the main human and physical features of North and South America;</p> <ul style="list-style-type: none"> • interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied; 	<ul style="list-style-type: none"> • use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; • interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it; • use appropriate vocabulary when describing 	<p>contrast with those of other places studied;</p> <ul style="list-style-type: none"> • about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past). <p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> • interpret a range of maps and aerial views of Athens, Greece and the 	<ul style="list-style-type: none"> • use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change; • use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region; • use appropriate
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geographical vocabulary and skills of enquiry, fieldwork and mapwork through incidental opportunities within other subjects and via 'geography in the news'.	<p>features and comparing these with the UK;</p> <ul style="list-style-type: none"> • use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area; • make use of the 	<ul style="list-style-type: none"> • use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres). 	the Amazon; rainforest and other biomes; rivers and river features; and place locations.	<p>Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean)</p> <p>;</p> <ul style="list-style-type: none"> • look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints; • use globes and atlases to identify the location of 	<p>vocabulary when describing key information about the UK and the local region to external audiences.</p> <p>In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to do</p>
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	four main compass points when describing the location of these key locations and regions.			<p>Greece and the Mediterranean;</p> <ul style="list-style-type: none"> • use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens. 	so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and/or through additional dedicated fieldwork days that include a degree of independent investigation

