

## ACET Progression of knowledge taken from the National Curriculum – Geography



INTENT	IMPLEMENTATION	IMPACT
<p>ACET schools believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it. The geography curriculum in ACET schools enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.</p> <p>Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human</p>	<p>ACET Geography schemes of work ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the Geography National Curriculum.</p> <p>Lessons are planned alongside the ACET knowledge progression map. Pupils are given the opportunity to develop fundamental skills and build on these through practice and investigations.</p> <p>Our sequencing along with outstanding teaching create a smooth transition in order to achieve optimal learning outcomes for all pupils.</p>	<p>The units are mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the Geography curriculum through engaging and age-appropriate curriculum content.</p> <p>Wherever possible our units have strong cross-curricular links to other subjects.</p>

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environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for the next stage of their learning.

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	Y1	Y2	Y3	Y4	Y5	Y6
Location Knowledge	Name and locate the world's 7 continent and 5 oceans.	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region in North or South America	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Name key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	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 Meridian and time zones (including day and night).
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom			

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	a small area in a contrasting non-European country					
Human and Physical Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</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 and shop</p>	<p>Describe and understand key aspects of:</p> <p>physical geography, including: biomes</p>	<p>Describe and understand key aspects of:</p> <p>-Physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>-Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of:</p> <p>-Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of:</p> <p>-Physical geography, including: rivers and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
Geographical skills and fieldwork	Use simple compass directions (N, S, E, W) and locational and directional language (eg. Near and far,	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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	<p>left and right), to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>oceans studied at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>			<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
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