

Rise Rationale and Progression Document for Teaching Geography

The meaning of the word **geography** derives from two Greek words **geo** meaning **Earth** and **graphien** means **to write**.

Geography is concerned about how things are distributed over the Earth's surface. Key concepts in geography such as place and space are intrinsically linked with historical concepts such as location, period and places; and scientific concepts such as sustainability, the environment and evolution.

Our rigorous academic study of geography has been designed to support pupil's developing understanding of the links between scientific and cultural aspects of our world. The topics selected for study aim to develop in pupils a sense of who we are as humans; how we have lived in and changed the space we inhabit, what this means to us now and how we can act to influence our future.

From EYFS to Year 6, we study geography through seven concepts:

Place: The physical and human characteristics of any location on Earth.

Space: A geographical point of Earth's surface, described by longitude and latitude.

Environment: A place where different things are, such as a swampy or hot environment. It can be living (biotic) or non-living (abiotic) things. It includes physical, chemical and other natural forces. Living things live in their environment.

Change: Any alteration to the natural or cultural environment.

Scale: The relationship between distance on the map and distance in real life.

Sustainability: The practice of using natural resources responsibly, so they can support both present and future generations.

Interconnection: The way that people and/or geographical phenomena are connected to each other through environmental processes and human activity.



Rise Curriculum Knowledge Map

More detailed information can be found on the lesson sequence documents for each year group.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where is our school? (part of Me and My World)	School locality	Continents	Locality Changes Over Time	Rivers	People and Population	Migration
Winter and Cold Places (contrasting the Arctic with where we live)	Life in the UK	London over Time	UK Changes Over Time	Coast	Renewable Energy	Leicestershire Trade Over Time
London and its Landmarks (part of Kings and Queens)	Oceans and Seas	Comparing two locations	Weather and Climate	The Americas	Biomes	London and Berlin
Farm Land (How Things Grow)	Hot and cold places	Local Area Study	Mountains	Earthquakes and Volcanoes	Fairtrade	Globalisation

Place

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify different areas of land around school and be able to name what has been found.	<p>Identify seasonal / daily weather patterns in the UK</p> <p>location of hot and cold areas of the world</p> <p>Use basic geographical vocabulary to refer to physical and human features in the local area</p>	To be able to compare physical and human features in different locations.	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes</p>	Locate the world's countries, using maps to focus on South America focusing on environmental regions, key physical and human characteristics, countries, and major cities	Be able to describe human activity in different types of settlements	<p>Be able to use different types of maps to locate different features e.g. political, population, topographical</p> <p>To understand that culture influences human geographical features.</p>

Space

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To compare location of London and school on a map. To know that they are in different spaces.</p> <p>To know that the arctic is at the top of the globe. To know that we do not live in the arctic.</p>	<p>Name & locate the four countries and capital cities of the UK and its surrounding areas.</p>	<p>Name & locate the world's seven continents and five oceans.</p> <p>Know the location of hot and cold areas of the world in relation to equator and North and South Poles.</p> <p>Use key geographical vocab, use simple fieldwork and observational skills to study the immediate environment</p>	<p>To be able to locate mountain ranges on a map and know that they are a natural barrier.</p>	<p>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)</p>	<p>To be able to quickly locate countries and the continents that they are in from memory. Be able to make connections between where they are located and what the climate and advantages and disadvantages of location might be.</p>	<p>To be able to quickly identify places, including major river, mountain ranges and capital cities around the world.</p>

Environment

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that the Arctic is a cold environment. It is cold all year round. Polar bears, walrus and humans live in the arctic.</p>	<p>To know that there is a sea-bed under oceans and seas which is mapped so that underwater locations can be found.</p> <p>Be able to compare and contrast land and sea environments.</p>	<p>To be able to describe contrasting locations of a mega-city and small fishing village.</p>	<p>To know that some plants and animals have adapted to live in the mountain environment e.g. mountain goats and forbs.</p>	<p>To know that rivers sustain life on earth. To know why settlements often grow around rivers.</p>	<p>To know that there are five major types of biomes: aquatic, grassland, forest, desert, and tundra.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region a region in a European country.</p>

Change

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that farm land is cared for so that it can grow plants for animals including humans to eat.	To know how maps of the places studied have changed over time.	To be able to describe how a settlement has changed over time.	To know how natural disasters, change the landscape. To know how humans, influence the landscape for better and for worse.	To know how coastal erosion occurs and how it affects the lives of the animals and people living there.	To know some of the causes and effects of mass migration.	To know borders, change over time and can change the human experience of people living in different places.

Scale

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that the world map is made up of different places. Not all of the places are the same size. Some places are a long way from other places. Some places are closer to other places.</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 world maps, atlases & globes to identify the UK and its countries as well as countries, continents and oceans studied at this key stage.</p>	<p>Use the eight points of a compass</p> <p>use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs</p>	<p>Locate place on a map, building a mental picture of where places are in relation to continents and to each other.</p>	<p>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>To be able to produce maps to show locations, borders and transport routes.</p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p>

Sustainability

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year6
To know that to waste something means to use it for no reason.	To know that we need to take care of our environment and keep the seas and oceans safe from plastic.	To understand that the more people there are the more resources they need to live.	To know that climate change is a threat to some places in the world who might not be able to grow enough food to eat.	To know that natural disasters make it difficult for some locations to sustain life.	To know that renewable energy helps to save the world's natural resources.	Describe and understand key aspects of physical geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Interconnection

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that the world is made up of different places. That not all places look the same. People travel from one place to another.	To know how places in the UK and abroad are connected by air, rail and sea.	To know why some people in different places in the world need to communicate with each other.	To know how people in remote locations stay connected with the rest of the world.	To know that navigable rivers and coasts allow the transportation of goods for trade.	To understand how trading fairly helps to keep peace and good relationships between different places and different countries.	To know some ways that conflict can affect the communication between different countries.

Fieldwork

Fieldwork is learning directly in the real world outside the classroom, which helps pupils to understand the geographical reality of the local environment. This will support pupils to develop a deeper understanding of place, location and environment, so that they are able to compare places and explore interconnection of places locally and further away.

R	1	2	3	4	5	6
Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area. Make simple models of the	Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing,	Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,	→	Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media,	Select appropriate fieldwork techniques to observe, study and present information about a local physical feature and observe the

locality. Take photos of buildings and places in school and locality (e.g. build a scene).	taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).	taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences. Carry out a simple survey of the school or local area.	including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.		including interviews with locals, population data, and comparisons of older and modern maps.	physical processes involved.
Unit 1: Me and My World	Unit 1: Around Our School	Unit: 4 Local Area Study	Unit 1: Our Local Area Changes Over Time	Unit1: Rivers	Unit 1: People and Population	Unit 1: Leicestershire Trade over time