



## INTRODUCTION TO RISING STARS PROGRESSION FRAMEWORK FOR GEOGRAPHY

### What is the Progression Framework for Geography?

This Framework provides information that can be used to help plan and assess pupil knowledge, understanding and skills in primary geography. It covers the main expectations for children at key transition points – the end of Key Stage 1, the end of Year 4 and the end of Year 6.

The Progression Statements are taken from the Programme of Study for geography. Each statement is accompanied by three 'What to look for' descriptors. These are designed to support planning for teaching and learning. The Framework sets out a sequence that illustrates progression and that can be used to make judgements about pupil achievements. It can also be used for planning at either a whole topic or individual lesson level. The Framework is not intended to be definitive – it should be seen as indicative rather than prescriptive. Note also that differences associated with gender, culture, ethnicity, social class and life experience may obscure underlying progression patterns.

The Framework is loosely underpinned by Bloom's taxonomy of cognitive skills. At Key Stage 1, much of the children's endeavours will be directed towards exploring, talking and naming. At Lower Key Stage 2, children become more adept at offering descriptions and sorting information, while at Upper Key Stage 2 there is an increasing emphasis on comparing and contrasting.

### How is the Progression Framework for geography organised?

The Framework is divided into three main strands that represent the main elements of primary school geography.

**Geographical knowledge** of locations, places and features involves studies at a range of scales from the local to the global. Locational knowledge is included here in two dimensions:

- The UK and local area
- The world and continents

**Geographical understanding** provides rich opportunities for exploring the interaction between people and the environment as a dynamic and multifaceted process in contexts that children can understand. Two main traditions are identified:

- Physical themes, which explore the processes that operate in the natural world
- Human themes, which consider the way that people respond to places

These two strands can be brought together through the study of people and places, and provide opportunities for considering issues to do with sustainability and the environment. This dimension also provides the opportunity to consider the environmental perspectives of geography, such as sustainability.

**Geographical skills and enquiry** focuses especially on skills that children need to develop as they become increasingly familiar with geographical modes of thinking. Children should be expected to increase the range and accuracy of their investigative skills and be able to apply them with increasing independence. The two dimensions are:

- Map and atlas work
- Fieldwork and investigation

### **How can I use the Progression Framework for geography?**

The ‘What to look for’ guidance provides an overview of the kind of activities and achievements that children might exhibit at different stages of development. These are presented as examples and are not intended to be comprehensive. A wide range of activities, including ongoing teacher assessment and individual and collaborative tasks, all contribute to a rounded judgement about progress in geography. Such evidence then helps to inform future planning.

Progression in geography can be evidenced in the sheer quantity of information that children acquire, the breadth of their knowledge and the extent of their understanding. As children begin to think geographically, their understanding of key concepts such as place, space and scale will mature and develop. Such concepts are important in that they enable children to structure their thoughts in a geographical way. At the same time, children need to become increasingly proficient in using and applying geographical skills. It is by asking and answering questions about the world around them – through conducting geographical enquiries – that they become increasingly proficient as young geographers and develop, as outlined in the geography Programme of Study, ‘a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.’

### **How can the Progression Framework support my teaching?**

The Progression Framework is designed to support your teaching by:

- identifying the main features of the primary geography curriculum
- providing a broad overview of primary geography for teachers across your school
- providing a Framework for lesson and topic planning
- suggesting appropriate progression and achievement indicators
- considering opportunities for differentiation
- helping to establish individual pupils’ strengths and misconceptions
- establishing a baseline for reporting to parents.

### **Frequently asked questions**

#### **Why have you divided the curriculum into strands?**

There could have been just one heading entitled ‘Geography’ but that could have been seen as overwhelming and confusing. While seeing geography as a coherent subject area, it is still possible to sub-divide it into three strands centred around knowledge, conceptual understanding and enquiry.

#### **What is meant by ‘below expectations’, ‘meeting expectations’ and ‘exceeding expectations’?**

These terms have been used frequently in curriculum documents such as the former Qualification, Curriculum and Development Authority (QCDA) schemes of work to reflect what virtually all children at that particular age should achieve, what most should be able to do and what is achievable by higher attainers.

#### **There are some terms and words that I don’t recognise – what do they mean?**

For those words and phrases that are not self-evident, an alphabetical glossary is provided over leaf.

#### **How relevant is the Progression Framework to the National Curriculum?**

Very. The Framework has been produced using the 2014 National Curriculum Programme of Study for Key Stage 1 and Key Stage 2 Geography as a starting point. The progression statements are all taken from the 'Subject content' section of the Programme of Study.

### Do I need the *Voyagers* material before it can be used?

No. The Framework works as a standalone resource. However, if you are using *Voyagers*, each 'What to look for' descriptor includes an example from the assessment guidance in the most relevant unit to support your assessment for learning.

## GLOSSARY

### What do all the terms mean?

The Progression Framework uses a number of terms and phrases that are not immediately self-evident. These are explained below.

Key term	Definition
<b>Biome</b>	A large community of plants and animals found in areas of the world with similar soils and climates, such as the tropical rainforest.
<b>Climate zone</b>	This is a large area with a similar climate. The day-to-day weather patterns are averaged over a long period of time (many years) to arrive at the climate. There are three major climate zones: the <b>tropical</b> climate is hot; the <b>polar</b> climate is cold; and the <b>temperate</b> climate is neither very hot nor very cold.
<b>Fieldwork</b>	All work beyond the immediate classroom environment, from the school corridor, school grounds and immediate surroundings to further afield.
<b>Geographical Information System (GIS)</b>	A way of representing digital data that enables layers of information to be added to a simple base map.
<b>Geographical skills</b>	Map work, using atlases and globes, visual communication using images and a focus on enquiry questions, are some of the skills that are central to good primary practice.
<b>Human geography</b>	The study of the different features of the Earth's surface created by people. Such features include buildings, cities, transport routes, trade and countries.
<b>Latitude and longitude</b>	These are imaginary lines used to show position on the Earth's surface. <b>Lines of latitude</b> are parallel to the Equator – they never meet. They are numbered from 0° at the Equator going north or south to 90° at the Poles. The key lines of latitude are the <b>Equator</b> , which divides the world into two hemispheres – north and south; the <b>Tropic of Cancer</b> at 23.5° north of the Equator; the <b>Tropic of Capricorn</b> at 23.5° south of the Equator; the <b>Arctic Circle</b> 66.5° north; the <b>Antarctic Circle</b> 66.5° south. <b>Lines of longitude</b> are of equal length and go from Pole to Pole. They are numbered from 0° at the <b>Prime Meridian</b> (which goes through Greenwich, in London) east or west until they meet at 180° on the <b>International Date Line</b> , which runs through the Pacific Ocean.
<b>Local area</b>	A small area that often loosely corresponds with the school catchment area.
<b>Locational awareness</b>	The ability to recognise and locate different places around the world, such as countries, cities, rivers and mountains.

<b>Physical geography</b>	The study of the physical and natural components on or at the Earth's surface including rocks, soils, natural resources, oceans, mountains, rivers, climate, vegetation and animals apart from human beings.
<b>Plan perspectives</b>	Plans are usually drawn from above and represent smaller areas than maps.
<b>Processes</b>	<b>Physical processes</b> occur in the natural environment such as erosion or the wearing away of a riverbank by a river. <b>Human processes</b> occur in the human environment as a result of people's actions, e.g. migration – the movement of people from one place to another; trade – the movement of goods from one place to another.
<b>Quantitative skills</b>	Ways of representing and interpreting data in tables, charts, diagrams and other interpretative methods.
<b>Region</b>	Regions vary in size but are viewed in curriculum terms as larger than the local area, but smaller than a country (e.g. the Alps).
<b>Settlement</b>	A place where people live. These vary in size – from hamlet to village, town, city – and function, e.g. a seaside town, an industrial town.
<b>Spatial variations</b>	Differences between places such as landscape, climate, housing and settlement patterns.