

# GEOGRAPHY PROGRESSION MAP - KS2

		Y3	Y4	Y5	Y6
SPRING	STATUTORY COVERAGE	<p><b>Locational knowledge</b>            § 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            § 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), 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)</p> <p><b>Place knowledge</b>            § understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Human and physical geography</b>  <b>Describe and understand key aspects of:</b>            § physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>Describe and understand key aspects of:</b>            § 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><b>Geographical skills and fieldwork</b>            § use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied            § 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            § 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>			
	TOPIC	Westwood Country Park	Extreme Earth	The Five Rivers	Under the Canopy
	VISIT	Local Walks RSPB – Old Moor	Blue John Mine Speedwell Cavern	Local walks – Charlton Brook.	Botanical Gardens & Winter Gardens Sheffield
	INSPIRATIONAL PERSON	Sir Arthur Hobhouse	Steve Backshall	Greta Thumberg	David Attenborough
	END POINTS	By the end of this topic I will have learnt; ✓ Some similarities and differences between a city, a town and the countryside.	By the end of this topic I will have learnt; ✓ What the layers of the Earth are, what Tectonic Plates are and how this impacts the Earth,	By the end of this topic I will have learnt; ✓ How rivers are formed and what are they. ✓ Why rivers are important. ✓ About river management.	<b>By the end of this topic I will have learnt;</b> ✓ About the importance of the rainforests globally, focusing on India and comparing to the Amazon

		<ul style="list-style-type: none"> <li>✓ How to take fieldwork measurements over time – rainfall / temperature.</li> <li>✓ How to present my data in different charts and tables.</li> <li>✓ How to draw simple maps including fieldwork sketches.</li> <li>✓ How to use simple grid references and keys.</li> <li>✓ How to work out routes on maps and plans using 4 compass points.</li> <li>✓ How and why places have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ How tectonic plates cause natural disasters,</li> <li>✓ What happens during and what causes: earthquakes, volcanoes, tsunamis,</li> <li>✓ What climate is, and how it causes extreme weather such as tsunamis, tornadoes and extreme rainfall,</li> <li>✓ What the Northern/Southern Hemispheres are,</li> <li>✓ What the Tropics of Cancer and Capricorn are,</li> <li>✓ What climate change is,</li> <li>✓ What climate change have we seen so far, and what might come in the future,</li> <li>✓ How we can prevent further climate change.</li> </ul>	<ul style="list-style-type: none"> <li>✓ How are rivers being polluted and what the impact of this is on wildlife and habitats.</li> <li>✓ Which Rivers flow through Sheffield</li> <li>✓ What Sheffield's industries were/are and how the landscape influenced this.</li> <li>✓ Why the valley of Derwent was deliberately flooded.</li> </ul>	<ul style="list-style-type: none"> <li>✓ About the causes and consequences of deforestation, including global warming and loss of habitat.</li> <li>✓ About the life and achievements of David Attenborough in raising awareness of global issues.</li> <li>✓ To discover the equator and tropics of Cancer &amp; Capricorn and that tropical rainforests are situated between the tropics.</li> <li>✓ To name countries which contain tropical rainforests and find out some facts about them.</li> <li>✓ To identify different global climatic zones; describe the climate in the tropics.</li> <li>✓ Identify key human and physical aspects of the UK.</li> <li>✓ Use navigation to locate continents and other positions around the globe.</li> <li>✓ Different weather systems around the globe, including those of the UK and Brazil.</li> </ul>
	KEY VOCAB	Agriculture, atlas, charts, cities, climate, local, economic, environment, grid reference,	OS map, Tsunami, Water Cycle, Erosion, Earthquake, Tectonic Plates, Climate, Extinction, Volcano, Tornadoes, Climate change, Active/dormant	Course, tributary, mouth, watershed, estuary. drainage basin. Contour Lines. Transportation. Confluence. Deposition. Hydro - electric	Population, climate, emergent, epiphyte, decomposers, understory, deforestation, density, Sift, nutrient cycle, Tropic of Capricorn, canopy, Fair Trade, biodiversity, buttress roots, choropleth map, biome, Tropic of Cancer
	KEY FACTS	<ul style="list-style-type: none"> <li>• A <b>town</b> is a place with many streets and buildings, where people live and work. <b>Towns</b> are larger than</li> </ul>	<ul style="list-style-type: none"> <li>• Tectonic plates are found on the Earth's crust. They are rocky sections which move against and away from each other naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The start of a river is called the source.</li> <li>• The mouth of a river is where it meets the sea.</li> </ul>	<ul style="list-style-type: none"> <li>• A biome is a large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest or tundra</li> </ul>

		<p>villages and smaller than cities.</p> <ul style="list-style-type: none"> <li>• <b>Temperature</b> is a measurement of how hot or cold something is. <b>Temperature</b> is measured with a thermometer and is measured in degrees.</li> <li>• Starting with north, the eight points of the compass are: <b>north, north-east, east, south-east, south, south-west, west and north-west.</b></li> <li>• Built up areas, with lots of houses and other buildings are URBAN. Places with very few houses, lots of fields and woodland are RURAL</li> <li>• The weather found in a certain place over a long period of time is known as the <b>climate</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Tectonic plates cause a number of natural disasters such as volcanoes, earthquakes and tsunamis.</li> <li>• New Zealand has a significant number of volcanoes because it lies on two plate boundaries.</li> <li>• Climate is the long-term weather patterns of an area. It is typically identified over a 30-year period.</li> <li>• The Great Sheffield Flood happened in 1864.</li> <li>• All OS maps use the same symbols, which are included in a key.</li> <li>• Climate change is the long-term changes in global temperatures and other characteristics of the atmosphere.</li> <li>• Human activity is causing worldwide temperatures to rise higher and faster.</li> <li>• Geological natural hazards such as earthquakes and volcanic eruptions are triggered by activities taking place in the earth's interior.</li> <li>• Gravitational natural hazards are defined as landslides, rockfall, debris flows or avalanches, since rock, mud or snow masses slide down the slope due to gravity</li> <li>• Geomorphic landforms are created by massive earth movements due to plate tectonics. This includes landforms with some of the following geomorphic</li> </ul>	<ul style="list-style-type: none"> <li>• There are 5 rivers that flow through Sheffield: Don, Loxley, Rivelin, Sheaf and Porter.</li> <li>• There are 3 main river processes: Erosion, Transportation and Deposition</li> <li>• Ox bow lakes are formed when rivers deposit material on its banks.</li> <li>• Early industrial development focussed on the rivers providing power to the machinery through water mills. Now it provides hydro-electric power. (Electric Mountain - Snowdonia)</li> <li>• Careful environmental management can reduce flooding and pollution.</li> <li>• Human activity is a main cause of pollution in rivers: farm waste, abandoned mines, household waste.</li> <li>• The Thames Barrier is an important defence against flooding for London.</li> <li>• The Don was originally a tributary of the River Trent, but its course was re-engineered by Cornelius Vermuyden as the Dutch River in the 1620s, and it now joins the River Ouse at Goole in the East Riding of Yorkshire.</li> </ul>	<ul style="list-style-type: none"> <li>• Only around 6% of Earth's land surface is rainforest – but about <b>half of all animal and plant species</b> live there!</li> <li>• It can take <b>ten minutes</b> for a falling raindrop to travel from a rainforest's thick canopy to the floor</li> <li>• Rainforests get at least <b>250cm of rain a year</b>. Sometimes it's almost double that at 450cm.</li> <li>• The <b>Amazon rainforest</b> in South America is so big that if it were a country, it would be the ninth biggest in the world.</li> <li>• A <b>quarter of ingredients in modern medicines</b> come from rainforest plants</li> <li>• An area of a rainforest the size of a football field is being destroyed each second</li> <li>• Rainforests help to regulate the temperatures around the world and the weather patterns as well</li> <li>• The Amazon rainforest is the largest tropical rainforest in the world</li> </ul>
--	--	--	---	---	--

				features: <b>fold mountains, rift valleys, and volcanoes</b>		
	KEY SKILLS	STUDY & FIELD WORK	<ul style="list-style-type: none"> <li>• Can make field measurements over time</li> <li>• Can collect statistics and presents them by choosing the most suitable format, including charts, graphs and tables.</li> <li>• Can collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate</li> <li>• Understands the different uses of different places. (E.g. industry, agriculture, housing.)</li> </ul>	<ul style="list-style-type: none"> <li>• Draws on own knowledge and understanding when setting up a field work investigation</li> <li>• Can offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements</li> <li>• Can measure wind speed, rainfall and noise levels</li> <li>• Can prepare questionnaires to investigate people's views on an environmental issue</li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest suitable questions for a field work study</li> <li>• Can come to accurate conclusions, using information</li> <li>• Can collect statistics about people and places</li> <li>• Beginning to use a range of graphs, including pie charts</li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest relevant issues for further study</li> <li>• Can carefully select sources of evidence, and sift information</li> <li>• Can analyse data – e.g. population data - using similarity and difference</li> <li>• Can speculate and hypothesise about what is found</li> </ul>
		MAPS	<ul style="list-style-type: none"> <li>• Can draw maps of local places, including sketches from field work</li> <li>• Uses maps with simple grid references and simple keys</li> <li>• Can work out routes on maps and plans using 4 points of the compass.</li> <li>• Can compare information from atlases with that from a globe</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and use the symbols on an OS map</li> <li>• Can use four figure grid references to locate points on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Can use and understands simple scale</li> <li>• Can use a compass to follow a route</li> <li>• Can plan a route and work out distance using map scales</li> </ul>	<ul style="list-style-type: none"> <li>• Can use 6 figure grid references</li> <li>• Can identify time differences around the world</li> <li>• Can work out a journey time, using their knowledge of time zones</li> </ul>

		<b>KNOWLEDGE &amp; UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Understands that different places may have similar / different characteristics and give reasons for these.</li> <li>• Understands that different places may have similar / different characteristics and give reasons for these.</li> <li>• Understands how economic development can change a place</li> <li>• Can talk about how Westwood Park has changed over time due to changes in land use.</li> </ul>	<ul style="list-style-type: none"> <li>• Considers the future of some physical and human features, based on an understanding of change</li> <li>• Can explain the process of erosion and deposition, and its effects on people</li> <li>• Knows the difference between weather and climate and can explain how weather changes an environment.</li> <li>• Can suggest ways towards a reduction in climate change</li> <li>• Can compare the lives of people in two different environments or places</li> <li>• Can talk about the impact of different extreme weather events on the planet and people.</li> <li>• Can talk about a recent environmental event: impact on the environment and on humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand geographical pattern – e.g. industry by a river</li> <li>• Can describe and begin to explain patterns and physical and human changes</li> <li>• Understands why people choose to live in contrasting areas</li> <li>• Can identify the parts of a river, and land use around and how these can change people's lives</li> <li>• Can talk about how to monitor and protect local rivers for wildlife.</li> <li>• Can talk about the importance of rivers on the industrial heritage of Sheffield.</li> </ul>	<ul style="list-style-type: none"> <li>• Can interpret other people's arguments for change, analysing and evaluating their viewpoints</li> <li>• Can suggest how human activities can cause changes to environment and to the different views people hold and can make a plausible case for environmental change.</li> <li>• Can recognise dependent links and relationships in both human and physical geography</li> <li>• Understands how people can both improve and damage the environment</li> <li>• Recall some key information about the rainforest: biodiversity, climate, layers, species.</li> </ul>
<b>Additional Comments</b>			Links to History – development of Westwood Country par. Westwood Rows/ Westwood Riots.	Links to History – The Great Flood – Sheffield 1864. Linked learning History – eruption of Vesuvius/Pompeii (Ancient Rome) 79AD	Links to History – development of Sheffield based on its location to the five rivers. Links to Music – Journey of the River Don from source to the sea.	Links to Music & PE – Bollywood Dancing (India)