

Progression Map

Geography 2019-2020

Skill taught and Curriculum link		Application of skill and Knowledge			
		Year 3	Year 4	Year 5	Year 6
<p><b>Location and place knowledge</b></p> <p><b>KS1:</b> Location knowledge ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge ♣ 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</p> <p><b>KS2:</b> Location knowledge 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</p>	<p><b>Skills</b></p> <p>Why this? Why Now?</p>	<ul style="list-style-type: none"> <li>• Uses an Atlas and Google Earth to identify continents and oceans of the world.</li> <li>• <b>Using maps to locate countries of Europe.</b></li> <li>• <b>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</b></li> <li>• Describe how a locality has changed over time (A view from My Window</li> <li>• <b>Compare physical and human features of Epsom.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different hemispheres on a map.</li> <li>• Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</li> <li>• Locate and label different countries/continents in the Northern and Southern hemisphere.</li> <li>• Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</li> <li>• Use and explain the term 'climate zone'.</li> <li>• Identify the different climate zones.</li> <li>• Ask questions and find out what affects the climate.</li> <li>• Use maps to identify different climate zones.</li> <li>• Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</li> <li>• Children to ask questions about global warming.</li> <li>• Discover the cause of global warming and research the implications.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use maps, globes and Google Earth.</li> <li>• Use atlases/maps to describe and locate places using 6 figure grid references.</li> <li>• Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</li> <li>• Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</li> <li>• Ask questions e.g. what is this landscape like? What is life like there?</li> <li>• Study photos/pictures/maps to make comparisons between locations.</li> <li>• Use maps to locate features of the UK e.g. rivers, mountains, large cities.</li> <li>• Explain and defend which are physical and which are human features.</li> <li>• Label counties, cities, mountains and rivers.</li> <li>• Study photographs and maps of different locations in the UK.</li> <li>• Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</li> </ul>	<ul style="list-style-type: none"> <li>• Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.</li> <li>• Understand how these features may have changed over time.</li> <li>• Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</li> <li>• Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</li> <li>• Locate the major cities of the world and draw conclusions as to their similarities and differences.</li> <li>• Use maps to identify longitude and latitude.</li> <li>• Study maps of the USA to identify environmental regions. Compare and contrast these regions.</li> <li>• Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</li> </ul>
		<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• To be able to use an Atlas to find flags of the world.</li> <li>• To identify continents using an Atlas.</li> <li>• To identify oceans using an Atlas</li> <li>• <b>To locate countries in Europe</b></li> </ul>	<ul style="list-style-type: none"> <li>• To identify and locate continents and oceans using an atlas.</li> <li>• To know the position of the Equator and what the hemispheres are</li> <li>• Can I describe my position on the globe in even more detail? (longitude and latitude)</li> <li>• To understand the significance of the Tropics of Cancer and Capricorn</li> <li>• To use six-figure grid references</li> <li>• To understand the position of Africa and Kenya on a map.</li> <li>• To compare homes in rural and urban Kenya.</li> </ul>	<ul style="list-style-type: none"> <li>• Locating the source and mouth of rivers in the UK and the world.</li> <li>• Do I know vocabulary associated with rivers?</li> <li>• Where does our water come from?</li> <li>• Can I locate where some of the world's most famous rivers start and end?</li> </ul>

<p>understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>♣ 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)</li> </ul> <p>Place knowledge</p> <p>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>KS3:</b></p> <p>Location knowledge</p> <p>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p>Location knowledge</p> <p>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p>		<ul style="list-style-type: none"> <li>To identify the physical features of Kenya.</li> <li>To show understanding of the similarities and differences of the school day between children from Kenya and the UK.</li> </ul>		
<p><b>Human and Physical Geography</b></p> <p><b>KS1:</b></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Observe how Epsom has changed over time.</li> <li>Why did the Stone Age civilization, the Iron Age settlers and the Romans</li> </ul>	<ul style="list-style-type: none"> <li>Develop informed opinions about global warming in relation to the Antarctic and develop reasoned</li> </ul>	<ul style="list-style-type: none"> <li>Use the language of rivers e.g. erosion, deposition, transportation.</li> <li>Explain and present the process of rivers.</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe and explain the processes</b> that cause natural disasters.</li> <li><b>Draw conclusions</b> about the impact of natural disasters through the study of</li> </ul>

<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>♣ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		<p>choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today?</p> <ul style="list-style-type: none"> <li>• What was Celtic and Roman Merton like? How did they trade? How is that different today?</li> <li>• Relate land use and trade to settlements.</li> </ul>	<p>arguments about our role on the planet.</p> <ul style="list-style-type: none"> <li>• Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions.</li> <li>• Identify the major cities and consider how they differ to other regions in the country.</li> <li>• Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare how river use has changed over time and research the impact on trade in history.</li> <li>• Research and discuss how water affects the environment, settlement, environmental change and sustainability.</li> <li>• Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.</li> <li>• Discover where food comes from.</li> <li>• Discuss and debate fair trade.</li> <li>• Investigate the facts and join in a reasoned discussion.</li> <li>• Generate solutions and promote ethically sound trade.</li> <li>• Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</li> </ul>	<p>photographs, population numbers and other primary sources.</p> <ul style="list-style-type: none"> <li>• <b>Study photographs, aerial photographs and maps</b> of Morden pre war, post war and present day.</li> <li>• Compare maps and aerial photographs.</li> <li>• <b>Make comparisons and reflect on the reasons</b> for the differences.</li> <li>• <b>Study population numbers</b> throughout the course of WWII and <b>reflect on the reasons</b> for changes.</li> <li>• <b>Research and present</b> Britain's export trade.</li> <li>• <b>Ask and answer the following geographical questions:</b> What are our main export businesses? Which countries do we trade with most? What may be the reasons for this?</li> <li>• Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?</li> </ul>
<p><b>KS2:</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>♣ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>♣ 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</li> </ul> <p><b>KS3:</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>♣ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</li> </ul>	<p>Knowledge</p>	<ul style="list-style-type: none"> <li>• To know what a physical and human feature of the landscape is</li> <li>• To know how land use affects the transport we use.</li> <li>• To know why Romans invaded Britain.</li> <li>• To learn about Roman roads and Trade.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a mind map to show what I already know about Kenya.</li> <li>• To understand the position of Africa and Kenya on a map.</li> <li>• To compare homes in rural and urban Kenya.</li> <li>• To identify the physical features of Kenya.</li> <li>• To recognise how climate change can affect farming.</li> <li>• Can I evaluate my learning in the 'Developing World' Topic?:</li> <li>• To know how the weather affects people's lives.</li> <li>• To know how animals have adapted to different climates.</li> <li>• To identify the physical features of Kenya.</li> <li>• To recognise how climate change can affect farming.</li> </ul>	<ul style="list-style-type: none"> <li>• Water cycle - where does our water come from?</li> <li>• Physical features and characteristics of rivers, including erosion and deposition and why rivers change shape</li> <li>• Human uses of a river, including leisure and water usage (e.g. why do we have dams, reservoirs)</li> <li>• Use of renewable energy from water systems</li> <li>• Local area talk - specialist from Bourne Hall to give a talk about how Ewell Village has changed and adapted over time because of the spring, stream and river that is in the local area - including human and physical changes that have happened over time in the local area. Children to be taken on a river walk to identify physical features of a river and human features added to benefit from the river (e.g. gun powder mills)</li> <li>• Local area (Epsom Town) comparison to seaside resort (Ryde) to understand how usage is different for each of the different areas.</li> <li>• What are the features of a river?</li> <li>• Do I know how a river's shape changes?</li> <li>• Do I know the different ways that a river can be used? What is a dam and why do we build them? )</li> <li>• Comparison of the usage of different areas due to their physical features (Ryde/Epsom)</li> </ul>	<ul style="list-style-type: none"> <li>• To know how mountain ranges are created.</li> <li>• To know how mountain ranges with time are carved into shape.</li> <li>• To become familiar with a mountainous climate compared with low altitude location.</li> <li>• To understand the consequences of extreme weather in the mountains.</li> <li>• To recognise the different animal and plant species which can be supported on a mountain.</li> <li>• To know what a rainforest consists of.</li> <li>• To find out about the diversity of life within a rainforest and how it is inter-related</li> <li>• To be able to identify feeding relationships amongst living things in a Rainforest</li> <li>• To be able to present weather data comparing a rainforest to the local area.</li> <li>• To explore the consequences of rainforest change and destruction</li> <li>• To become familiar with the importance of tourism in the mountains.</li> </ul>

<ul style="list-style-type: none"> <li>♣ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</li> <li>♣ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>♣ understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>					
<h2>Fieldwork</h2> <p><b>KS1:</b> Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</li> </ul>	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use locational language to describe the location of points on a map of the school/local area.</li> <li>• Plot symbols on a map/ plan of the school and the main geographical features you would see identified, with a key.</li> <li>• Use coordinates to show where key features are on a map of Surrey.</li> <li>• Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify local features on a map and use six-figure grid references, using them to locate and describe local features.</li> <li>• Conduct investigations.</li> <li>• Use recognised symbols to mark out local areas of interest on own maps.</li> <li>• Choose effective recording and presentation methods e.g. tables to collect data.</li> <li>• Present data in an appropriate way using keys to make data clear.</li> <li>• Use of equipment (rain gauge, oktas, thermometer, wind vain).</li> <li>• Draw conclusions from the data.</li> </ul>	<ul style="list-style-type: none"> <li>• Look for evidence of past river use by visiting the location.</li> <li>• Make field notes/observational notes about land features.</li> <li>• Visit a river, locate and explain the features.</li> <li>• Use photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times.</li> <li>• Select a method to present the differences in transport in the area today.</li> <li>• Record measurement of river width/depth.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Select methods for collecting, presenting and analysing data.</b></li> <li>• To compare and contrast data between the local area and the rainforest.</li> <li>• <b>Analyse evidence and draw conclusions</b></li> <li>• <b>Be aware of own responsibility in the world</b></li> <li>• analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• To consider how we could improve our environment.</li> <li>• To know why symbols are used on a map.</li> <li>• To know the points on a compass.</li> <li>• To use directional language.</li> <li>• To understand what is meant by scale.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the different climatic regions of the world.</li> <li>• To consider if a climate can change</li> <li>• To know how we can measure and track weather.</li> <li>• To know how the weather affects people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use compass' to identify the flow direction of the local river.</li> <li>• Children to use stop clocks to measure the time taken for a stick to travel from one side of a bridge to another to measure the speed of the river (completed on two different parts of the river to compare)</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to present weather data as a graph (South America and Southern England.)</li> <li>• To understand that a professional broadcast is made up of many parts</li> <li>• To integrate words, images and sounds imaginatively for different audiences and purposes.</li> </ul>

construct basic symbols in a key

♣ 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.

KS2

Geographical skills and fieldwork

♣ 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.

KS3

Geographical skills and fieldwork

build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field

♣ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

♣ use Geographical Information Systems (GIS)

- To research the climate conditions in a European Country.
- To understand that there are different types of cloud
- To explain and label key aspects of the water cycle.
- Can I describe my position on the globe in even more detail? (longitude and latitude)
- To use six-figure grid references

- Children to use a river study sheet to annotate and draw different features of the local river.
- Children to collect leaves from different plants at the riverside for use in science lessons.
- Children to be given primary and secondary sources of information (e.g. talk by an expert, leaflets and photographs) about the local area to show how it has changed over time - children to decide how to present this information in their books.
- Children to collect primary resources from Ryde to present a comparison text upon return from residential trip.

<p>to view, analyse and interpret places and data ♣ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>					
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