

## Progression map for Geography at Chandag Junior School

**Intentions:** To ensure that all pupils:

- ❖ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ❖ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ❖ develop the geographical skills needed to collect and analyse data gathered through fieldwork. To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**Implementation:** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

**Impact:** A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

SUBSTANTIVE KNOWLEDGE	NC subject content	Year 3	Year 4	Year 5	Year 6
<b>Location knowledge</b>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South</p>	<p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the main counties and cities in England.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>On a world map locate the main countries in Europe. Identify their main environmental regions, key physical and human characteristics, and major cities.</p>	<p>Locate the main countries in North or South America. Locate and name principal cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers (link to Y5). Understand how these features have changed over time.</p>

	<p>America, concentrating on their environmental regions, key physical and human characteristics, countries, key topographical features (including hills, mountains, coasts and rivers), and major cities.</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>Compare 2 different regions in UK rural/urban.</p>	<p>Name and locate the key topographical features with a key focus on rivers</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p>	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p>
<b>Place knowledge</b>	<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>Look at local area and locate on a map of the UK. Use map of local area to identify Keynsham.</p> <p>Look at differences between village, town and city in the UK</p>	<p>Compare our local area with other areas within the UK. Look at contrasting locations – e.g. coastal, rural, urban.</p>	<p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc. for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</p>
<b>Human and Physical geography</b>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, 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>Types of settlement in our local area.</p> <p>Economic activity – link to land use mapping &amp; changes over time Trade links</p> <p>Physical geography – local rivers</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Link to History – The Romans</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p>	<p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>	<p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&amp;T)</p>

				Types of settlements in Viking, Saxon Britain linked to History.	
<b>DISCIPLINARY KNOWLEDGE</b>	NC subject content	Year 3	Year 4	Year 5	Year 6
<b>Geographical skills and fieldwork</b>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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 and record 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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate counties &amp; cities in the UK describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record 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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record 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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record 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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>