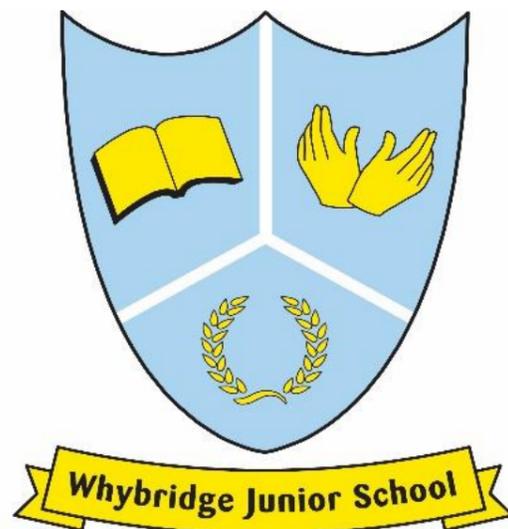


Whybridge Junior School



Geography Curriculum Progression and Overview

Geography Long Term Map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Year 3	The Water Cycle & Rivers				London and the UK	
Year 4			Italy		Resources in the environment	
Year 5	Extreme Earth – Volcanoes and Earthquakes				South America: Brazil	
Year 6	Climate Change, Global biomes and Ecosystems				Local Area - Field Study	

GEOGRAPHY OVERVIEW

	Autumn	Spring	Summer
Year 3	Water Cycle and Rivers <ul style="list-style-type: none"> Describe and understand key aspects of rivers and the water cycle (HP1) 		London and the UK – Comparing Regions <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom (LK2) Name and locate geographical regions and their identifying human and physical characteristics (LK2) Name and locate key topographical features (including hills, mountains and rivers) (LK2) Use the 8 points of a compass (GS2) Use 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom (GS2) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (PK1) Local Area Study <ul style="list-style-type: none"> 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 (GS3)
Year 4		Italy <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (PK1) Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK1) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS1) Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world (GS2) 	Resources in the environment <ul style="list-style-type: none"> Describe and understand key aspects of types of settlement and land use (HP2) Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (HP2)
Year 5	Extreme Earth – Volcanoes and Earthquakes <ul style="list-style-type: none"> Describe and understand key aspects of climate zones, mountains, volcanoes and earthquakes. (HP1) Locate, using maps, key physical characteristics (LK1) 		South America: Brazil <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America (PK1) Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK1) 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) (LK3) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS1) Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world (GS2)
Year 6	Climate Change, Global biomes and Ecosystems <ul style="list-style-type: none"> Describe and understand key aspects of biomes and vegetation belts (HP1) Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK2) 		Local Area – Field Study <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of the United Kingdom, a region in a European country and a region within South America (PK1) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS1) Use the 8 points of a compass, 4- and 6-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 (GS2) 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 (GS3)

Geography Progression

<u>Term</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
AUT	<p>LO: that children can describe and understand key aspects of rivers and the water cycle. I can explain the stages of the water cycle. I can identify the key parts of a river. I can explain what happens when the river meets the sea. I can explain how rivers change over time. I can describe how the landscapes change around a river over time. I can locate key rivers in the UK. I can locate key rivers of the world. I can describe the ways rivers are used by humans. I can explain the impact humans have on a river. eg. transport, food, water, settlements. I can explain why certain landforms are often built near a river. I can explain how water affects our lives.</p>		<p>LO: that children can describe and understand key aspects of climate zones, mountains, volcanoes and earthquakes. I can explain what the Earth’s crust is like. I can explain why there are weaknesses within the Earth’s crust. I can explain why the continents located where they are? I can explain why and how tectonic plates move. I can describe what you find underground I can describe the different layers of our planet. I can explain how volcanoes are formed I can explain why volcanoes erupt and what happens when they do. I can explain how volcanoes affect people’s lives I can explain what causes earthquakes and how they are measured. I can describe how humans are learning from earthquakes and making improvements to prepare for more earthquakes. I can explain how earthquakes and volcanoes affect people. I can design a building that is earthquake proof. I can explain what a climate zone is. I can identify and describe different climate zones. I can explain what happened when Vesuvius erupted in AD79.</p> <p>LO: that children can locate, using maps, key physical characteristics (LK1) I can locate live volcanoes on a world map I can name the countries where famous volcanoes are located</p>	<p>LO: that children can describe and understand key aspects of biomes and vegetation belts (HP1) I can explain what a biome is and give examples I can identify global biomes and vegetation belts and describe what they are like. I can locate different biomes using maps and atlases. I can explain ways in which humans can help vulnerable biomes. I can explain how humans affect the environment over time. I can create a map to show where the worlds biomes are located. I can explain why climate a key factor for determining biome distribution I can describe the similarities and differences between the UK, Europe and South America.</p> <p>LO: that children can name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK2) I can explain what climate change is. I can explain how climate change has changed how land can be used over time I can persuade others to make changes to their daily lives to help prevent climate change. I can describe the similarities and differences between the UK, Europe and South America. I can explain what coastal erosion is. I can explain how humans can help to protect coastlines. I can explain the difference between weather and climate. I can identify where the different climate zones are across the world. I can explain how humans and other animals adapt to changes in climate. I can explain what a microclimate is. I can conduct fieldwork to find out about our school microclimate</p> <p>I can explain what my local ecosystem is like. I can identify the living and non-living elements of an ecosystem. I can explain how humans have affected their ecosystems.</p>

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
SPR		<p>LO: that children can understand geographical similarities and differences through the study of human and physical geography of a region in a European country (PK1) I can identify similarities between Italy and the UK I can identify differences between Italy and the UK I can describe and understand the physical features of a city in Italy. I can describe some of the key human features in Italy I can find similarities and differences of two cities within Italy.</p> <p>LO: that children can locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK1) I can locate Europe and the continents on a map I can locate Italy and other countries within Europe on a map I can name and locate major cities in Italy on a map</p> <p>LO: that children can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS1) I can use digital maps to describe physical features of Italy I can use maps and atlases to describe human features of Italy</p> <p>LO: that children can use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world (GS2) I can name and locate cities in Italy using map references. I can use a key to describe features of an Ordnance survey map. I can plan a journey using the eight points of a compass and grid references.</p>		

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
SUM	<p>LO: that children can name and locate counties and cities of the United Kingdom (LK2) I can identify Europe and the continents on a map. I can identify England, Wales, Scotland and Northern Ireland on a map. I can use a map to locate capital cities within the UK I can name and locate the county I live in and the surrounding counties.</p> <p>LO: that the children can use the 8 points of a compass (GS2) I can use the eight compass points to describe the location of the countries and cities of the UK.</p> <p>LO: that children can name and locate geographical regions and their identifying human and physical characteristics (LK2) I can name and locate regions within the UK. eg Hebrides, Dartmoor, Gower peninsula, Lough Erne etc I can use maps to explain what a region is like. I can explain how the regions in the UK are different. I can explain how London's population has changed over time. I can use and interpret maps to compare the human differences between London now and London during the Roman times.</p> <p>LO: that children can name and locate key topographical features (including hills, mountains and rivers) (LK2) I can name and locate areas of high ground within the UK. I can use maps to locate Rivers and Seas within and around the UK. I can identify the route of the River Thames. I can explain how the River Thames is used by wildlife and people in London.</p> <p>LO: that children can use 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom (GS2) I can describe the location of places within the UK using 4 figure grid references. I can read ordnance survey maps and read the key.</p> <p>LO: that children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (PK1) I can identify human and physical features within a region. I can explain the similarities and differences betweenand..... I can explain the economic activity in a region</p> <p>Local Area Study LO: that children can 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 (GS3) I can make a fieldwork sketch map I can identify the physical features of the local area. I can identify big events that have happened in London to shape it into the city it is today. I can identify different land uses. I can give examples of some of the local economic activity.</p>	<p>LO: that children can describe and understand key aspects of types of settlement and land use (HP2) I can describe different types of land use. I can describe what a settlement and can identify different types of settlements e.g. Hamlet, village, town, city I can the advantages and disadvantages of living in different types of settlements. I can identify similarities different settlements have. I can identify features of a good settlement site I can explain how land is typically used in different types of settlement. I can describe the needs of settlers at a settlement site. I can use maps to identify maps to identify settlements built by invaders. I can use maps to identify links between different settlements. I can create a map of a settlement. I can explain why a settlement site might be unsuitable. I can identify similarities and differences between different settlements. I can identify the local land use in my area I can create a map of the land use in my area. I can explain how cities might change in the future. I can explain how London has developed since Roman times. I can explain when the first settlers settled in London and explain how it was different then.</p> <p>LO: that children can describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (HP2) I can use a map to plan a route. I can use a key to identify key transport links. I can identify the UK's trade links with other countries. I can explain the importance of fair trade. I can explain where some of the food we eat comes from. I can explain why settlements develop in different locations I can compare land use in different settlements. I can explain where different sources of energy come from. I can describe the difference between renewable and non-renewable energy. I can explain where our water comes from. I can research where our clothes are made. I can identify some environmental impacts due to our way of living. I can explain what my carbon footprint is. I can explain why people migrate. I can explain the impacts of migration on host cities and countries they have left.</p>	<p>LO: that children can understand geographical similarities and differences through the study of human and physical geography of a region in North or South America (PK1) I can identify key human and physical features in Brazil. I can identify the similarities and differences between my life and life in Brazil. I can identify physical differences between Brazil and the UK I can explain the issues re deforestation in Brazil. I can explain how dams are threatening the forests in Brazil. I can explain what life is like in cities in Brazil.</p> <p>LO: that children can Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK1) I can locate South America and the continents on a map.</p> <p>LO: that children can 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) (LK3) I can locate the lines of latitude and longitude on a map and explain what they are. I can locate the equator on a world map. I can identify the Northern and Southern hemisphere, Tropics of Cancer and Capricorn and the arctic and Antarctic circle on a world map. I can describe where Brazil is using geographical terminology. I can explain why the lines of longitude and latitude important. I can find the prime meridian line and Greenwich Meridian on a map. I can explain how the worlds time zones work. I can explain how night and day works in terms of longitude and latitude.</p> <p>LO: that children can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS1) I can use a map to help identify the physical features of Brazil. I can use an atlas to locate Brazil.</p> <p>LO: that children can use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world (GS2) I can locate places in Brazil using 6 figure grid references. I can use the 8 points of a compass to plan a journey.</p>	<p>LO: that children can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS1) I can locate the countries in Europe on a map I can explain how the scale of a map influences the information you can learn from it. I can explain how physical and human processes lead to diversity and change in places. I can use symbols and scales to create an accurate map. I can locate nearby cities and rivers on a UK map. I can explain how land use varies between rural and urban environments?</p> <p>LO: that children can use the 8 points of a compass, 4- and 6-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 (GS2) I can understand an Ordnance survey map and can read the symbols. I can gather information on an unknown area by using an Ordnance survey map. I can find a specific location on an ordinance survey map by using a grid reference. I can use a compass to find points on a globe.</p> <p>LO: that children can 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 (GS3) I can conduct a survey to find out about my local area I can conduct fieldwork to find out about land usage in my local area I can create a map showing different land uses in my local area I can make suggestions to improve my local area I can carry out fieldwork to find out about Rainham Marshes I can explain my findings use a range of methods.</p> <p>LO: that children can understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of the United Kingdom, a region in a European country and a region within South America (PK1) I can present my findings on the similarities and differences between my local area, a region in Europe and a region in Brazil.</p>

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Key Vocabulary	Great fire of London Blitz Thames Tributary Floodplain Source Mouth Erosion Reservoir Meander sediment Survey Fieldwork County Hebrides Dartmoor Gower Lough Erne Landscape	Economic activity Renewable Non- renewable Carbon footprint Sustainability Settlement Hamlet Land use France Spain Italy Germany Other European countries Italy Windrush Irish potato famine Migration Host city/country Refugee	Equator Tropic of cancer Tropic of Capricorn Arctic circle Antarctic circle Longitude Latitude Prime meridian Greenwich Time zones Day and night Compass reading Brazil Brasilia Deforestation Mining Dams Curitiba Ecosystem Ordnance survey Earthquake Tectonic plates Seismograph magnitude Volcano Vesuvius Etna Pompeii Amazon Rainforest	Climate change Impact Climate Global Greenhouse Drought Deforestation Sustainable Recycling Atmosphere Microclimate Fieldwork Coastal erosion Biome Vegetation belt Ecosystem Rural Urban

Term	Year 3 Target Tracker Statements	Year 4 Target Tracker Statements	Year 5 Target Tracker Statements	Year 6 Target Tracker Statements
AUT	<p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (B3)</p> <p>Describe and understand key features of physical geography (rivers and the water cycle) (B6)</p> <p>Know how rivers erode, transport and deposit materials (B5)</p> <p>Describe and understand key features of physical geography (rivers and the water cycle) (B6)</p>		<p>Explain why people seek to manage and sustain their environment (B5)</p> <p>Understand the effect of landscape features on the development of a locality (B4)</p> <p>Describe key aspects of physical geography (volcanoes, earthquakes, climate zones, biomes) (B6)</p> <p>Locate the worlds countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (B6)</p>	<p>Know the physical features of coasts and begin to understand erosion and deposition (B5)</p> <p>Understand how humans affect the environment over time (B5)</p> <p>Explain changes to world environments over time. (B5)</p> <p>Describe key aspects of physical geography (volcanoes, earthquakes, climate zones, biomes) (B6)</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time. (B6)</p>
	Year 3	Year 4	Year 5	Year 6
SPR		<p>Explain the wider context of places- region and country. (B4)</p> <p>Explain why there are similarities and differences between places. (B4)</p> <p>Identify where countries are within Europe; including Russia. (B4)</p> <p>Recognise that people have a differing quality of life living in different locations and environments (B4)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (B4)</p> <p>Explain how the locality is set within a wider geographical context (B4)</p> <p>Explain how the locality is set within a wider geographical context (B4)</p> <p>Explore features of OS maps using 6 figure references. (B4)</p> <p>Draw accurate maps with complex keys (B4)</p> <p>Use 8 points of a compass (B3)</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features (B6)</p>		
	Year 3	Year 4	Year 5	Year 6
SUM	<p>Recognise there are similarities and differences between places. (B3)</p> <p>Understand how places relate to each other. (B3)</p> <p>Analyse evidence and draw conclusions e.g. Make comparisons between locations using ariel photos/pictures e.g. population, temperature. (B3)</p> <p>Recognise that different people hold different views. (B3)</p> <p>Communicate findings in appropriate ways (B3)</p> <p>Understand and use a widening range of geographical terms (B3)</p> <p>Use basic geographical vocabulary. (B3)</p> <p>Make more detailed fieldwork sketches(B3)</p> <p>Use 4 figure grid references (B3)</p> <p>Make plans and maps(B3)</p> <p>Use fieldwork instruments (B3)</p> <p>Use and interpret maps, globes, atlases and digital mapping to locate countries (B3)</p> <p>Identify where counties are within the UK and key topographical features. (B3)</p> <p>Name and locate the cities of the UK (B3)</p>	<p>Explain key natural resources e.g. water in the locality (B4)</p> <p>Describe human features of UK regions, cities or countries (B4)</p> <p>Describe how people have been affected by changes in the environment (B4)</p>	<p>Compare the physical and human features of a region of the UK and a region in South America, identifying similarities and differences. (B5)</p> <p>Explain the wider context of places eg county, region and country (B5)</p> <p>Describe where a variety of places are in relation to physical and human features (B5)</p> <p>Identify and describe the significance of the Prime/Greenwich meridian and time zones including day and night. (B5)</p> <p>Recognise the different shapes of countries (B5)</p> <p>Identify the position 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 (B6)</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features (B6)</p> <p>Use 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build his/her knowledge of the United Kingdom and the wider world. (B6)</p>	<p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America. (B6)</p> <p>Use 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build his/her knowledge of the United Kingdom and the wider world. (B6)</p> <p>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. (B6)</p> <p>Understand and use a widening range of geographical terms (B6)</p> <p>Use maps, charts etc to support decision making about the location of places eg new bypass (B6)</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features (B6)</p> <p>Explore weather patterns around parts of the world (B4)</p>

Blue: Place Knowledge

Red: Geographical Skills and Fieldwork

Green: locational knowledge

Orange: Human and Physical