Geography Curriculum Progression Map Y3-Y6

Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork

	Autumn			
	Y3	**Y4**	**Y5**	**Y6**
	Through the Looking Glass	**Volcanoes and Earthquakes**	**Caribbean**	**Brazil**
Core Learning for unit (substantive knowledge)	• To use four points of the compass to describe location • To use eight points of the compass to describe location • To use a range of maps (including digimap) to find out facts about The Lake District • To compare and contrast two regions of the UK • To identify tourist features and understand its impact on a region • To understand how visitors impact green spaces	• To describe key aspects of physical geography • To locate and understand what happens at tectonic plate boundaries (including mountain formation) • To explain how an earthquake occurs • To understand the impact of earthquakes • To locate and understand how volcanoes erupt • To describe the impact of volcanic activity	• To identify human and physical features in North America (including countries and capital cities). • To understand that there are a variety of landscapes in North America • To compare the climate of the Caribbean with the UK • To describe how some physical processes can impact human settlements • To understand what migration means (in relation to the Caribbean)	• To use atlases and maps to locate the countries in South America and identify some key geographical features • To describe and understand climate zones with a climate graph • To understand the reasons for urbanisation (in Brasilia) • To understand similarities and differences of locations in the same city (Rio De Janiro and Rocinha) • To understand different views on the future of the Amazon rainforest (deforestation)
How am I being a Geographer? (disciplinary knowledge)	• Use of compass and recognising cardinal point • Fieldwork • Locational knowledge • Using symbols in map work • Locational knowledge • Identifying physical and human features in a region. • Using symbols in digimaps • Identifying human and physical features • Identifying tourist features	• Understanding the structure of the Earth. • Explore where volcanoes and earthquakes happen and why (tectonic plates) • Physical locational knowledge - Identifying tectonic plates. • Understanding of the Earth's physical processes. • Explain what an earthquake is and how an earthquake occurs • Understanding of the cause and impact of earthquakes	• Locational skills • Use of maps and atlases • Creating a key with symbols • Identifying human and physical features (including key topographical features) • Describing and understanding key aspects of physical geography. • recording and presenting physical features • Understanding geographical differences through the study of a region	• Locating human and physical characteristics • Use of maps and atlases • Geographical enquiry • Record and present physical characteristics of a region using graphs. • Understanding of geographical similarities and differences • Geographical enquiry: case study • Virtual fieldtrip

	• Understanding of social responsibility	• Mapping skills. • Annotation skills • Use of atlases • Using a case study	• Using geographical images/photos • Mapping skills by plotting • Case study: Earthquake	• Contextual knowledge of the location of globally significant places • Human characteristics which provide a geographical context for understanding the actions of processes • Geographical debate • Questioning and interpreting

	Spring			
	Y3	**Y4**	**Y5**	**Y6**
	What's in a Region / Mountains	**The Mediterranean**	**Rivers**	**Global Trading**
Core Learning for unit (substantive knowledge)	• What's in a Region • To describe how the UK is divided into regions and counties • To use a range of maps to describe key features of the Lake District • To compare and contrast St Albans and the Lake District (regions of the UK) • To understand how tourism impacts Keswick • To identify and compare the geographical features (human and physical) of Italy and UK • Mountains • To identify the hilly and mountainous regions in the UK • To locate mountains around the world • To describe and understand contour lines • To identify key features of a mountain and its climate	• To locate and name countries of Europe. • To know the differences between Temperate and Mediterranean climate zones. • To describe the key features of the Mediterranean Biome • To describe similarities and differences between geographical regions (in Italy)	• To identify and locate key rivers around the world • To understand how rivers are formed • To use four and six figure grid references in fieldwork • To understand the formation and process of a waterfall • To research the uses of a river • To explain how natural disasters occur	• To develop understanding of representations of space and scale • To understand the history of trade and how trade became global • To understand that the UK relies on food imports • To develop an understanding of global supply chains • To understand the inequality in the global supply chain and how fair trade can help • To use fieldwork skills to develop understanding of commercial land use in the local area

	• To understand how mountains are formed			
How am I being a Geographer? (disciplinary knowledge)	• Using locational language of North, South, West and East. • Identifying human and physical characteristics • Using maps to locate and describe different regions of the UK. • Draw comparisons of contrasting locations in the UK • Consider the impact of tourism on a location • Understanding shared responsibility when visiting different areas • • Mountains • Map skills – use of topographical map to locate and explore hilly regions in the UK. • Using maps (including google earth) to locate areas in the world. • Use of ordnance survey map • Use of atlases/maps to locate mountainous regions. • Describing and understanding key aspects of physical geography • Sketching a geographical diagram	• Understanding the differences between climate zones and identifying physical features. • Using mapping and locational skills. • Asking geographical questions about the physical characteristics of a location. • Identify physical features in a region. • Using mapping and locational and place knowledge skills. •	• Use atlases, and mapping skills, to locate key rivers in each continent. • Creating diagrams • Using grid references, symbols and keys. • Use 8 points of a compass. • Identify human and physical features near a river. • Use a case study	• Using maps and atlases to locate the source of products • Understanding of local – national – global. • Using google earth/digimaps to pinpoint different locations of the global supply chain. • Use and understand the concept of inequality and fair trade • Use specific case studies. Eg. Sale of bananas • Use of aerial maps • Use mapping symbols • Analysis of data •

	Summer			
	Y3	**Y4**	**Y5**	**Y6**
		How St Albans is Changing?	**Antarctica**	**Sustainability**
Core Learning for unit (substantive knowledge)	**2 units are completed in Spring to link with other areas of the curriculum**	• To compare past and present OS maps of the local area (St Albans) • To measure urban land use over time in St Albans • To know land is used for different purposes • To use four figure grid references • To plan fieldwork • To reflect on Geographical fieldwork	• To generate questions about the Antarctica • To understand and use longitude and latitude to describe location • To describe and compare the human and physical characteristics of a location • To understand that there is no permanent population in Antarctica • To know that there are different views about how Antarctica should be managed in the future. • To identify similarities and differences between the Antarctica and the Lake District (Year 3)	• To explain why natural resources are important • To classify renewable and non-renewable energy sources • To explain the difference between weather climate and how climate is changing • To examine different perspectives on climate change • To generate questions, plan and conduct fieldwork • To understand how we can become more sustainable •
How am I being a Geographer? (disciplinary knowledge)		• Using and understanding key vocabulary: land use, urban, rural, city, built up, buildings, fields • Using digimaps for ordnance survey maps. • Using computing mapping and digital technologies. • Use of maps, digital/computer mapping • Identifying human and physical features in the local area. • Use of ordnance survey map • Mapping skills • 4-grid references, symbols and key. • Planning fieldwork in the local area. Raising questions about	• Analysing geographical data. • Using locational knowledge • Interpreting a range of sources • Sketch maps • Using atlases and google maps • Using geographical terminology: longitude and latitude. • Collecting, analysing and communicating with a range of data. • Using atlases, photographs. • Sketch map plan	• Understanding of geographical language. • Use of digital technologies (digimaps) • Map work • Use of geographical language. • Geographical debate • Using eight points on a compass. • Generating questions • Geographical fieldwork • Using fieldwork to observe, measure and record human and physical features in the local area. • Use of geographical vocabulary: personal, local, national and global

		human and physical features in the area. • Evaluation • Graph work		