

Wrockwardine Wood CE Junior School

Geography Progression Document



Throughout our curriculum we utilise the children's previous substantive knowledge to aid their new learning. The national curriculum presents this through 4 interrelated forms: locational knowledge, place knowledge, human and physical processes. We also ensure the children build upon their disciplinary knowledge of how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers such as: observing, planning, questioning, researching, collecting and recording data, staying safe and presenting findings. Our geography curriculum reflects teachers' careful thought about what is to be taught, the rationale for it, the sequencing of learning and the relationships between the forms of knowledge. With this in place, pupils know, remember and are able to do more.

Curriculum area	KS1	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Location knowledge	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas .</p>	Name and locate counties and cities of the United Kingdom, a range from Europe, North America and South America	<p>Locate countries and major cities in Europe (including Russia) on a world map concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate significant volcanoes and plate boundaries and explain why they are important.</p> <p>Locate significant places using latitude and longitude.</p>	<p>Locate the countries and major cities of North, Central and South America on a world map, atlas or globe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the location of the Tropics of Cancer and Capricorn on a world map.</p> <p>Identify some of the problems of farming in a developing country and report on ways in which these can be supported.</p>	<p>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</p> <p>Name, locate and explain the importance of significant mountains or rivers.</p> <p>Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.</p> <p>Identify the topography of an area of the UK using contour lines on a map.</p>	Name and locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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.	Name, locate and explain the distribution of significant industrial regions around the world. Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
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.	Describe and compare different weather in a region of the United Kingdom, a region in a European country, and a region within North or South America the different weathers.	Classify, compare and contrast different types of geographical features.	<p>Describe and compare aspects of physical features between United Kingdom and North or South America.</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>Describe and compare similarities and differences through the study of human and physical geography of Telford and a region in a European country.</p> <p>Describe and compare aspects of physical features.</p>	Analyse patterns of human interactions with the environment and compare them to those in a region in a European country, and a region within North or South America	Describe, compare and explain the climatic similarities and differences between two regions.

Curriculum area	KS1	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Human and physical	<p>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.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify key physical geography, including: climate zones, biomes, rivers and mountains.</p> <p>Identify key human geography, including: population and settlements.</p> <p>In both the UK and wider world.</p>	<p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p> <p>Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).</p> <p>Name and describe the types, appearance and properties of rocks.</p> <p>Describe the parts of a volcano or earthquake.</p> <p>Name and describe properties of the Earth's four layers.</p>	<p>Describe a range of human features and their location and explain how they are interconnected.</p> <p>Explain how the topography and soil type affect the location of different agricultural regions.</p> <p>Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p> <p>Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Describe and explain the location and purpose of transport networks across the UK and other parts of the world.</p> <p>Describe in detail the different types of agricultural land use in the UK.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers.</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>Describe altitudinal zonation on mountains.</p> <p>Identify, describe and explain the formation of different mountain types.</p> <p>Explain ways that settlements, land use or water systems are used in different parts of the world.</p>	<p>Describe, understand and create links between the wildlife in a region and it's physical geography, including: climate zones, biomes and vegetation belts, rivers and the human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p> <p>Explain how climate change affects climate zones and biomes across the world.</p> <p>Compare and describe physical features of polar landscapes.</p> <p>Explain how humans function in the place they live.</p> <p>Describe the distribution of natural resources in an area or country.</p>
Geographical skills and fieldwork	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>Use locational and directional language to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 4 points of a compass.</p>	<p>Use the 4 points of a compass to locate a geographical feature or place on a map.</p>	<p>Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>Use four-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Use 8 compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate local areas 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.</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.</p> <p>Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>Use six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.</p>	<p>Analyse and compare a place, or places, using aerial photographs, atlases and maps.</p> <p>Summarise geographical data to draw conclusions.</p>	<p>Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Use six-figure grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p>

Curriculum area	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Aims of purpose	Locate countries on a map and describe key physical and human features.	Explain the physical processes that cause earthquakes and volcanic eruptions.	Understand reasons for human geography from the physical geography. Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	Compare local areas in relation to physical and human geographical features. Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Locate and compare different countries around the world.	Evaluate the extent to which climate and extreme weather affect how people live. Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
Vocabulary	Use basic geographical vocabulary to refer to and begin to describe: Physical geography, including: forest, hill, mountain, ocean, river and weather. Human geography, including: settlements and land use.	(In addition to previous vocabulary) Describe key aspects of: physical geography, including: volcanoes, mountains, rocks and tectonic plates. Human geography, including: settlements and land use.	(In addition to previous vocabulary) Describe key aspects of: Physical geography, including: rivers, mountains, Tropic of Cancer/Capricorn, topography and climate. Human geography, including: population, density, landmarks, allotments.	(In addition to previous vocabulary) Describe and understand key aspects of: Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.	(In addition to previous vocabulary) Describe and understand key aspects of Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.	(In addition to previous vocabulary) Describe, understand and explain key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
High quality text	King of the Cloud Forest—Michael Morpurgo	Firework Maker’s daughter—Phillip Pullman	The Indian in the Cupboard—Lynne Reid Banks And Secret Garden—Frances Hodgson	Charlotte’s Web—E.B White And The Wind in the Willows—Kenneth Graham	Explorer—Katherine Rundell	Call of the Wild—Jack London