

Geography Curriculum Progression of Skills and Knowledge



At Westfields Junior School, we aim to provide an exciting and engaging Geography curriculum in which the children take an active role in their learning. Using their curiosity, they can explore and explain why the world is the way it is. Lessons are planned to support and push children's natural interest using a range of different resources. The children are given opportunities to go out and beyond the school to explore and understand a variety of different environments such as Yateley and Selbourne. Our aim is to create children who not only recognise why the world is the way it is, but help children to explore, understand, evaluate and compare array of environments skilled to develop into geographers of the future.

The National Curriculum for Geography

Years 3 - 6

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. Pupils should be taught to:

Locational 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 understand how some of these aspects have changed over time
- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

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.

SKILLS	Progression of Skills			
	Year 3	Year 4	Year 5	Year 6
Field work	<ul style="list-style-type: none"> Describe the landscape 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? Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. Recognise that different people hold different views about an issue and begin to understand some of the reasons why. Communicate findings in ways appropriate to the task or for the audience. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – location, industry, transport, settlement etc. Use basic geographical vocabulary such as port, harbour, factory, office. Use fieldwork instruments e.g. camera, rain gauge. Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features. Use four figure grid references. Use the 4 points of a compass. Make plans and maps using symbols and keys. 	<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary – height, valley, erosion, deposition, transportation, meander, floodplain, water cycle etc. Use basic geographical vocabulary such as valley, vegetation, soil, mountain, tributary etc. Measure straight line distances using the appropriate scale. Explore features on OS maps using 6 figure grid references. Use the 8 points of a compass. Draw accurate maps with more complex keys. Plan the steps and strategies for an enquiry. Make more detailed fieldwork sketches/diagrams. 	<ul style="list-style-type: none"> 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 knowledge of the United Kingdom and the wider world. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, trade links etc. 	<ul style="list-style-type: none"> 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 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. Use maps, charts etc. to support decision making about the location of places e.g. new bypass. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – mountains, volcanoes and earthquakes, contour, headland etc.

KNOWLEDGE	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
Place knowledge	<p>United Kingdom study (London):</p> <ul style="list-style-type: none"> Name, describe and compare London and Edinburgh. <p>Japan:</p> <ul style="list-style-type: none"> Link their homes with other places in Yateley. Know about some present changes that are happening in Yateley e.g. school. Know about and suggest ideas for improving the school environment. 	<p>European Study (Italy):</p> <ul style="list-style-type: none"> Know about the wider context of Italy. Know about and understand why there are similarities and differences between Yateley and a town in Italy. 	<p>A North American study (Mexico):</p> <ul style="list-style-type: none"> Using their knowledge to compare the physical and human features of a region of the UK and Mexico, identifying similarities and differences. 	<p>Local Area:</p> <ul style="list-style-type: none"> Know about and understand the geographical similarities and differences through the study of human and physical geography of Camberley and Yateley.
Location knowledge	<ul style="list-style-type: none"> Know about and understand how some places are linked to other places e.g. roads, rail. 	<ul style="list-style-type: none"> Recognise the different shapes of the continents. Demonstrate knowledge of features about Yateley and beyond the UK. 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. Know about and identify where countries are within Europe, including Russia. Recognise that people have differing qualities of life living in different locations and environments. Know how Yateley relates to the wider environment. 	<ul style="list-style-type: none"> Know about, identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day. Recognise the different shapes of countries. 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. Know about and identify the physical characteristics and key topographical features of Mexico. Know about the wider context of places e.g. county, region, country. Know and describe where a variety of places are in relation to physical and human features. Know about and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of 	<ul style="list-style-type: none"> 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 understand how some of these aspects have changed over time.

			Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	
Human and physical features	<ul style="list-style-type: none"> • Know about and identify physical and human features of Yateley. • Using their knowledge, explain about weather conditions/patterns around the UK. 	<ul style="list-style-type: none"> • Using their knowledge, describe human features of the UK regions, cities and/or counties e.g. rivers and lakes. • Using their knowledge, describe and understand key aspects of physical geography, including: the water cycle and rivers. • Know about and understand the effect of landscape features on the development of a locality. • Using their knowledge, describe how people have been affected by changes in the environment. • Know about and explain about natural resources e.g. water in the locality. • Using their knowledge, explain weather patterns around parts of the world. 	<ul style="list-style-type: none"> • Know about and understand why people seek to manage and sustain their environment. • Know about, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. • Know about, describe and understand key aspects of 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. 	<ul style="list-style-type: none"> • Know about, describe and understand key aspects of physical geography, including: coasts, rivers, mountains, volcanoes and earthquakes. • Know about the physical features of coasts and begin to understand erosion and deposition. • Know and understand how humans affect the environment over time. • Know about changes to the world environments over time.