







Lydgate Junior School Curriculum Progression for Geography



Core Themes	 Place & Space	 Earth Systems
	 Connection	 Change

Curriculum Overview

	Year 3	Year 4	Year 5	Year 6
Block 1	What's Through the Window? (Local Study)			
Block 2		The Amazon Rainforest		Extreme Environments (The world)
Block 3	The Geography of the UK		Scandinavia (Europe)	
Block 4		A Contrasting Locality: Scarborough (UK)	Rivers	Map Reading/ Fieldwork

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GEOGRAPHICAL KNOWLEDGE The UK and local area	<p>Recap the location of the UK on a world map and countries of the UK together with their capital cities.</p> <p>Locate Sheffield on a UK map and look at where Crosspool is in Sheffield.</p> <p>Locate Buxton within the locality of Sheffield.</p> <p>Use digital maps to locate places and landmarks in the local area and the UK.</p> <p>Name and locate geographical regions (The Peak District) and their identifying human and physical characteristics and land-use patterns; understand how some of these aspects have changed over time.</p>	<p>Locate counties and cities of the UK, focusing on Yorkshire, Derbyshire, Nottinghamshire, Lincolnshire, Cheshire, Greater Manchester and Lancashire).</p> <p>Locate Scarborough on a map of the UK. Look at distance between Sheffield and Scarborough and suggest methods of travel.</p> <p>Use digital maps and satellite images to locate key topographical features (including hills, rivers and the coast) within the region of Scarborough.</p>	<p>Identify and locate the hills and rivers, reservoirs of local area (Sheffield) on OS map of region.</p> <p>Compare a region/landscape within the UK to Sheffield?</p> <p>Use digital maps and satellite images to locate key topographical features (including hills, rivers, reservoirs) within the region of Sheffield.</p>	<p>Identify and locate Snowdon in Snowdonian National Park, Wales. Recap the countries that make up the UK and Great Britain. Explain that The British Isles refers to the physical land/islands rather than countries.</p> <p>What will the UK and local area focus be?</p> <p>Use digital maps and satellite images to locate and compare key topographical features within Snowdonia National Park and other mountains around the world.</p>

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GEOGRAPHICAL KNOWLEDGE The World and its Continents	<p>Through Spanish: Locate Spain and its capital city on a map of Europe and a globe. Locate countries of Europe and their capital cities. Look at distance and methods of travel to Spain.</p> <p>Use digital maps to locate places and landmarks of Spain.</p> <p>Introduce lines of longitude and latitude and the system of identifying position within the world. Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Compare time in Spain to UK.</p>	<p>Locate South America on a world map and a globe. Locate the countries and their capital cities within it on a map of South America. Look at distance and methods of travel to South America.</p> <p>Use digital maps to locate places and landmarks of South America.</p> <p>Recap lines of longitude and latitude, drawing onto world map. Understand the difference between the Northern and Southern hemispheres. Identify the Antarctic circle.</p> <p>Introduce time zones and the Greenwich and Prime Meridians. Compare time difference between UK and various places in South America.</p> <p>Through history and English: Locate Italy and its capital on a map of Europe. Recap locating countries of Europe. Compare countries of Europe now with different regions during the Roman Empire. Understand how the Roman Empire changed in size over time. Locate volcanoes of Italy on a map of Europe.</p>	<p>Locate Scandinavia on a world map and the countries, capital cities, environmental regions and key physical and human characteristics within it.</p> <p>Use digital maps to locate places and landmarks of Scandinavia.</p> <p>Identify the position of Scandinavia in relation to the Arctic Circle and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Identify the position and significance of time zones with Scandinavia and impact daylight hours have upon life.</p> <p>Through history: Locate Africa on a map of the world and locate Egypt and the course of the river Nile on a map of Africa.</p> <p>Investigate how different maps show the size of Africa; it has been disproportionately represented on many world maps.</p>	<p>Locate North America, its countries, cities, key physical and human characteristics and environmental regions on a map of the world. Include states of USA.</p> <p>Use digital maps to locate places and landmarks of North America.</p> <p>Identify the position and significance of places within North America in relation to latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropic of Cancer, the Tropic of Capricorn, and Arctic circle.</p> <p>Identify the different time zones of North America. Think about the impact this has within the USA.</p>

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<p>GEOGRAPHICAL UNDERSTANDING</p> <p>Physical Themes</p>	<p>Introduce the term ‘physical feature’.</p> <p>Identify physical features in the local area on oblique and aerial (satellite) photographs.</p> <p>Identify key physical characteristics within Europe (E.g. seas, rivers, mountains), focusing on the physical features of Spain.</p> <p>Know the 4 main climate zones (cold, temperate, warm, and tropical) of the world. Relate this to climate and weather in Spain.</p>	<p>Deepen understanding of physical features by identifying, using digital mapping and aerial photographs, and locating on a map, significant physical features of South America (including the Amazon rainforest, The river Amazon, including its mouths, the Andes, Lake Titicaca, Aconcagua, Angel Falls, Galapagos Islands, Easter Island).</p> <p>Use and explain the term ‘climate zone’ and identify the zones (polar/artic, warm temperate, cool temperate, desert and tropical) on a map of the world. Relate this to climate and weather in the Amazon rainforest and environmental regions of South America.</p> <p>Describe and understand the term biome and that the Amazon rainforest supports half all of the world’s living species. Know about the climate of the Amazon rainforest.</p> <p>Through English: Describe and understand key aspects of volcanoes.</p>	<p>Identify and locate significant physical features of Scandinavia. (See Prosperity Project for diversity)</p> <p>Explain and understand the process of rivers, using the language of rivers (E.g. erosion, deposition, transportation). Describe and understand key aspects of the water cycle with a focus on rivers.</p> <p>Understand and explain the climate of Scandinavia, identifying different climate zones within it.</p> <p>Through history: Describe and understand the vegetation belt along the river Nile and the impact of flooding. What biomes are there in Egypt?</p>	<p>Identify and locate significant physical features of North America. (See Prosperity Project for diversity)</p> <p>Describe and understand key aspects of mountains, including how some mountains were formed through volcanic activity. Describe and understand in detail key aspects of volcanoes and the links between volcanoes and earthquakes.</p> <p>Identify and discuss the 7 extreme environments: polar, desert, marsh, savannah, cold forests, tropical rainforests, mountains. Understand and explain the climate of North America, identifying that all 8 climate zones can be found within it.</p> <p>Understand the different biomes within North America, with a focus on mountains.</p> <p>Look at UNESCO World Heritage Sites: Mt. Roraima other sites?</p>

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GEOGRAPHICAL UNDERSTANDING Human Themes	<p>Introduce the term 'human feature'. Identify human features in the local area on oblique and aerial (satellite) photographs.</p> <p>Identify key human characteristics within Europe (E.g. cities, landmarks), focusing on the human features of Spain.</p>	<p>Deepen understanding of human features by identifying, using digital mapping and aerial and oblique photographs, and locating on a map, significant human features of South America (including largest cities, settlements within the Amazon rainforest, ancient Inca roads, Machu Picchu, Christ the Redeemer, Huaca Pucllana, Easter Island Maoi, Cathedral of Brasilia, Ciudad Mitad del Mundo).</p> <p>Describe and understand key products of the Amazon and relate to economic activity, trade links and their distribution.</p>	<p>Identify and locate significant human features of Scandinavia. (See Prosperity Project for diversity)</p> <p>Describe and understand growth of settlements and land use (E.g. Sheffield and along the river Nile) in relation to economic activity and trade.</p> <p>Describe and understand the distribution of natural resources focusing on water (rivers, reservoirs, dams).</p> <p>Through history: Describe and understand the types of settlements, land use, economic activity and trade links in relation to the river Nile.</p>	<p>Identify and locate significant human features of North America. (See Prosperity Project for diversity)</p> <p>Describe and understand the types of settlements, land use, economic activity and trade links in relation to extreme environments in North America and their impact upon the environment.</p> <p>Discuss the impact of tourism on extreme environments within North America.</p> <p>Describe and understand the distribution of natural resources, including energy, food, minerals and water.</p> <p>Look at UNESCO World Heritage Sites?</p>

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GEOGRAPHICAL UNDERSTANDING Understanding Places and Connections	<p>Make comparisons of land use in the local area (Crosspool), the locality of Sheffield (Buxton) and between the four countries of the UK, between the past and present, using photos, maps and fieldwork experience. Comparisons include physical and human land use.</p> <p>Make connections between current and historical maps/images. Understand how human activity has affected the landscape over time.</p> <p>Compare human and physical features of the UK and Spain. Understand why Spain is a popular tourist destination.</p>	<p>Describe and understand the differences between settlements, land use and human activity in the Amazon rainforest and life in Sheffield. Make connections between changes of land use, the natural resources of the Amazon and climate change.</p> <p>Make comparisons of land use between Sheffield and Scarborough, understanding how the physical features of each area have influenced human activity.</p> <p>Understand economic activity, including trade links within Scarborough compared with Sheffield.</p> <p>Make suggestions about how landmarks affect a country (E.g. tourism and economy).</p> <p>Through English: Understand the impact of living near a volcano, including land-use patterns and changes over time.</p>	<p>Understand and compare the UK's climate with Scandinavia.</p> <p>Compare how river use has changed over time.</p> <p>Develop an understanding of how water affects the environment, settlements, environmental change and sustainability.</p> <p>Begin to develop an understanding of trade links between the UK and other countries and the fair/unfair distribution of resources (water).</p> <p>Through history: Understand the crucial connection between human activity and the physical characteristics of land around the river Nile.</p>	<p>Understand the connections between human and physical features within extreme environments of North America.</p> <p>Understand trade links between the UK and other countries and the fair/unfair distribution of resources.</p>

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GEOGRAPHICAL SKILLS, ENQUIRY AND FIELDWORK Mapwork	<p>Draw sketch maps including key physical and human features.</p> <p>Use Junior atlas</p> <p>Use Large scale OS maps</p> <p>Try to make a map of a short route experienced, with features in the correct order.</p> <p>Follow a short route on a map with some accuracy.</p> <p>Start to make simple scale drawings.</p> <p>Look at simple contour lines and understand that they show elevation.</p>	<p>Draw sketch maps from a higher viewpoint, with human and physical features.</p> <p>Use Junior atlas and begin to use the contents page.</p> <p>Use large and medium scale OS maps</p> <p>Make a map of a short route, experienced, with features in the correct order.</p> <p>Follow a route on a large scale map.</p> <p>Make simple scale drawings.</p> <p>Look at contour lines on an OS map to identify elevation of cliffs on the coast.</p>	<p>Draw a plan view map with some accuracy.</p> <p>Use Junior and Primary atlases and use the index and contents page.</p> <p>Use medium scale OS maps.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Follow a route on various scale maps.</p> <p>Make scale drawings.</p> <p>Look at contour lines and understand how they show steepness of the land and the location of rivers in valleys.</p> <p>Select a map for a specific purpose (E.g Pick atlas to find countries of Scandinavia, OS map to find local rivers).</p>	<p>Accurately draw a detailed plan view map.</p> <p>Use a range of atlases confidently, including use of the index and contents pages.</p> <p>Use OS maps at different scales.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Follow a route on an OS map and describe the features passed on the route.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use contour lines on OS maps to identify changes of elevation and relate to fieldwork experiences.</p> <p>Use atlases to find out about other features of places (E.g key mountain regions, driest part of the world, weather patterns, places with most frequent earthquakes and volcanoes).</p> <p>Calculate distance using scale.</p>

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GEOGRAPHICAL SKILLS, ENQUIRY AND FIELDWORK Direction/ Location	Use 4 compass points to locate, explain and identify points on a map. Relate places/features to each other using NSEW. Use letter/number coordinates (basic grid references) to locate features on a map.	Use 8 compass points to locate features on a map. Begin to use 4 figure grid references to locate features on a map.	Confidently use the 8 compass points to locate features on a map and give directions. Confidently use 4 figure grid references to locate features on a map. Use longitude and latitude on world maps to locate places.	Confidently and accurately use 8 points of a compass. Begin to use a compass. Begin to use 6 figure grid references.
GEOGRAPHICAL SKILLS, ENQUIRY AND FIELDWORK Representation	Know why a key is needed. Use standard symbols to identify features. Introduction to OS maps.	Recognise symbols on an OS map and use them to investigate features and services in contrasting locations.	Use and recognise OS map symbols. Use digital OS map keys to identify what local services etc. would be affected by flooding.	Confidently use and recognise OS map symbols. Begin to recognise atlas symbols.
GEOGRAPHICAL SKILLS, ENQUIRY AND FIELDWORK Scale/Distance	Begin to match boundaries (E.g. find same boundary on different scale maps).	Match boundaries (E.g. find same boundary on different scale maps).	Measure straight line distance on a plan. Find/recognise places on maps of different scales.	Use a scale to measure distances. Draw/use maps and plans at a range of scales.

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GEOGRAPHICAL SKILLS, ENQUIRY AND FIELDWORK Fieldwork	<p>Investigate why land use has changed over time?</p> <p>Local walk to observe land use (human and physical features) in the local area and contextualise learning about changes in the local area over time.</p> <p>Draw simple conclusions about land use changes and present conclusions through writing.</p> <p>How is data collected?</p> <p>Use the 4 compass points to locate land use features in Buxton.</p> <p>Draw simple conclusions from the data.</p> <p>How will data be presented?</p>	<p>Survey the local area and contrasting locality of the UK (Scarborough) with a focus on land use.</p> <p>Collect and record evidence with some aid. How?</p> <p>Use effective recording and presentation methods (E.g. frequency tables/tables to collect data).</p> <p>Analyse evidence and draw conclusions.</p>	<p>Fieldwork river walk trip to identify features of rivers.</p> <p>Survey the local area with a focus on rivers and reservoirs. How? Survey condition of water?</p> <p>Collect and record evidence unaided. How?</p> <p>Use effective recording and presentation methods (E.g frequency tables/tables to collect data/graphs to show results).</p> <p>Analyse evidence and draw conclusions.</p>	<p>Ensure progression is in place with fieldwork (build on previous year group's fieldwork).</p>
GEOGRAPHICAL SKILLS, ENQUIRY AND FIELDWORK Enquiry	<p>Begin to ask/initiate geographical questions.</p>	<p>Ask and respond to questions and offer own ideas.</p>	<p>Begin to suggest questions for investigating.</p>	<p>Suggest thoughtful questions for investigating and investigation, following own line of enquiry.</p>

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VOCABULARY	<p>Country, capital city, United Kingdom, Europe, continent, Lines of latitude and longitude, Equator, North Pole, South Pole, , Tropics of Cancer and Capricorn, physical feature, sea, ocean, river, mountain,</p> <p>the 4 main climate zones; cold, temperate, warm, and tropical, human feature, town, city, landmarks,</p> <p>land use, tourism, route, scale drawing, contour lines, elevation, compass points; N, S, E, W, coordinates, key, symbol, boundary, data, conclusion</p>	<p>Previous vocabulary from Y3 and:</p> <p>County, coastline, cliff, beach, Northern Hemisphere, Southern Hemisphere, Antarctic Circle, time zones, the Greenwich and Prime Meridians, volcano, river mouth, lake, waterfall, island, climate zone; polar/artic, warm temperate, cool temperate, desert and tropical, South America, biome, settlement, product, economic activity, trade, natural resource, N, S, E, W, NE, SE, SW, NW, 4 figure grid reference, survey, evidence,</p>	<p>Previous vocabulary from Y3 and Y4 and:</p> <p>Hills, reservoir, dam Scandinavia, Artic Circle, Rivers, erosion, deposition, transportation, water cycle, water, precipitation, evaporation, condensation, vapour, run-off, source, flood plain, meander, tributary, stream, vegetation belt, import, export, distribution of resources, steep, steepness, valley, straight-line distance, plan view</p>	<p>Previous vocabulary from Y3, Y4 and Y5 and:</p> <p>North America, USA, states of the USA, mountain range, mountain peak, summit, base, face, slope, valley, extreme environment, natural disaster, climate change, landscape, flood, drought, wild fires, temperate changes, region, weather pattern, earthquakes, tectonic plates, fault line, volcano, erupt, crust, mantle, magma, lava, magma chamber, core, active, dormant, extinct, Richter scale, energy, food, minerals, 6 figure grid reference,</p>