Curriculum Skills and Progression Map
Geography

Nebula
where stars are born

The Nebula Federation

White Woman Lane Junior School

Geography - Age Related Statutory Coverage	
Key Stage One Learning	**Key Stage Two**
Locational knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **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	**Locational knowledge** Locate the world's 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 Name and locate counties and cities of the UK, geographical regions and 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, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones **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	**Human and physical geography** Describe and understand key aspects of:

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: • key physical features • key human features **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map 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 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.	• Physical geography: climate zones, biomes and vegetation belts, • rivers, mountains, volcanoes and earthquakes, and the water cycle • Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** Use range of mapping to locate countries and describe features studied Use eight points of a compass, 4 and 6-figure grid references, symbols /key Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

Skills Map - Geography			
Year 3	**Year 4**	**Year 5**	**Year 6**
• Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure. **(Jamaica unit)**	• Can they explain how a locality has changed over time with reference to physical features and human features? **(Settlers unit)** • Can they identify that localities may have similar and different characteristics? • Can they suggest different ways that a locality could be changed and improved? • Can they identify different views around a geographical issue and state their own view? **(Europe unit)** **(Also linked to science: Living things)**	• Can they identify the links between human and physical geography? • Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? **(Impact on rivers)** • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? **(Rivers and Landmarks unit)** **(Also covered in PSHE)** • Can they pose a geographical hypothesis using various sources to draw a conclusion?	• Can they explain the links between human and physical geographical processes and how these may affect the future? **(Changing World and Extreme Earth unit)** • Can they explain a range of geographical processes and the effects on people and places? **(Changing World and Extreme Earth unit)** • Can they present their research through self-selected representations? E.g. reports, leaflets, drama, art, multimedia. **(Extreme Earth unit)**

	• Can they use and compare two maps explaining the purpose of each? **(Europe unit)**	**(UK unit, inquiry: Spread of a virus)**	
GEOGRAPHICAL STUDY and FIELD WORK • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet, Google Earth **(Using Question grid, children to develop own questions and research)** • Suggest own ways of presenting information, including graphically and in writing • Make detailed and labelled field sketches	**GEOGRAPHICAL STUDY and FIELD WORK** • Examine, question, analyse what is discovered, using a range of evidence **(Science: Living things)** • Discriminate between different sources of information **(Maths: Data Handling)** • Test conclusions for accuracy **(Maths: Data Handling)** • Make good use of ICT in charts and graphs **(Maths: Data Handling)** • Use a database to find out information **(Maths: Data Handling)** • Make a database to record information	**GEOGRAPHICAL STUDY and FIELD WORK** • Draw on own knowledge and understanding when setting up a field work investigation • Suggest suitable questions for a field work study **(Rivers unit)** **(River field trip)** • Rank information found into order of importance • Come to accurate conclusions, using information **(River field trip)** **(UK unit, inquiry: Spread of a virus, Write to the PM- what they suggest as course of action.)**	**GEOGRAPHICAL STUDY and FIELD WORK** • Suggest relevant issues for further study • Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from fieldwork or research • Analyse data – e.g. population data - using similarity and difference • Speculate and hypothesise about what is found • Suggest plausible conclusions, and back up with evidence

• Make field measurements over time • Collect statistics and present them appropriately • Record information on charts, graphs and tables **(Jamaica unit)** Research temperature and compare with UK using information from the internet to discuss weather and climate **(Jamaica unit)**	**(Maths: Data Handling)** • Investigate people's views on an environmental issue **(Science: Living things)**	• Make careful measurements - e.g. rainfall, noise level, distance **(River field trip)**	**(Changing World and Extreme Earth unit)** •
MAPS • Draw maps of local places **(Jamaica unit)** • Use and draw maps with a simple key • Use maps with simple grid references **(Jamaica unit)** • Plan routes using 4 points of the compass	**MAPS** • Read and use the symbols on an OS map • Use four figure grid references to locate points on a map • Identify time differences around the world • Plan a route and work out distance using map scales	**MAPS** • Work out a journey time, using their knowledge of time zones **(Science: Earth and Space** • Use and understand simple scale **(One Off – map work lesson)**	**MAPS** • Use 6 figure grid references • Use a compass to follow a route

• Use atlases which show physical and human features • Use contents and index pages of an atlas	• Work out routes on maps and plans • Find longest and shortest routes using maps • Compare information from atlases with that from a globe **(Europe and Settlers unit)**		
KNOWLEDGE AND UNDERSTANDING • Work out a location using a range of information • Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these • Understand and use the concept of reciprocal link between physical and human features	**KNOWLEDGE AND UNDERSTANDING** • Work out a location using a range of information • Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these **(Europe and Settlers unit)** • Understand and use the concept of reciprocal	**KNOWLEDGE AND UNDERSTANDING** • Begin to understand geographical pattern – e.g. industry by a river **(Rivers unit: uses of river)** **(River field trip: positives and negatives)** • Describe and begin to explain patterns and physical and human changes **(Rivers unit: discussion of the Panama Canal)** • Describe how change can lead to similarities	**KNOWLEDGE AND UNDERSTANDING** • Suggest how human activities can cause changes to environment and to the different views people hold **(Changing World and Extreme Earth unit)** • Recognise dependent links and relationships in both human and physical geography **(Changing World and Extreme Earth unit)**

• Describe and identify how a place has changed • Understand how economic development can change a place • Identify the parts of a river, and land use around and how these can change people's lives • Express views and recognise how people affect the environment, summarising the issues • Suggest ways of improving local environment • Understand how weather changes an environment • Know the difference between weather and climate • Suggest ways towards a reduction in climate change **(Jamaica unit)**	link between physical and human features **(Settlers unit)** • Describe and identify how a place has changed **(Settlers unit)** • Understand how economic development can change a place • Identify land use around a river and how these can change people's lives • Express views and recognise how people affect the environment, summarising the issues **(Settlers unit)** **(History: Romans)** • Suggest ways of improving local environment **(Settlers unit)** **(Science: Living Things)** • Understand how weather changes an environment • Know the difference between weather and climate	between different places **(South America unit)** • Justify own viewpoint or decision, and use new information to adapt their own viewpoint **(All units: Deeper thinking questions)**	• Make a plausible case for environmental change **(Changing World unit)** • Interpret other people's arguments for change, analysing and evaluating their viewpoints **(Changing World unit)**

	(One Off – Weather lesson) **(Science: Living Things)** • Suggest ways towards a reduction in climate change **(PSHE)**		
Greater Depth			
• Can they make geographical inferences through a variety of geographical sources? • Can they make links using prior knowledge and ask and answer geographical questions? **(All units: Deeper thinking questions)**	• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? • Can they identify geographical patterns and make connections? **(All units: Deeper thinking questions)**	• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises? **(All units: Deeper thinking questions)**	• Can they collect statistics about people and places from field work or research and analyse data looking for trends? • Can they interpret other people's arguments for change, analysing various sources. **(All units: Deeper thinking questions)**

Geographical Sources of Evidence
• Photographs including aerial photographs • Atlases and globes • Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps • Google Maps and Google Earth • Infographics: Display outside Year 4 Classroom, art gallery area. • Gazetteers (Geographical dictionary which contains information about locations and statistics) • Audio recordings • Video recordings • Films • Published books, newspapers and magazine clippings • Letters • Visitors and interviews Field work objects e.g. weather vane, barometer: Outside for children to read (needs to be purchased)

Overview

	Topic 1	Objectives:
Year 3	**Jamaica** (Where our food is from) 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 cities.	• Locate world countries, using maps, concentrating on environment regions, key physical and human characteristics, countries and cities. • Use maps, atlases, globes, digital/ computer mapping to locate countries. • Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure. **GEOGRAPHICAL STUDY and FIELD WORK** • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet, Google Earth **(Using Question grid, children to develop own questions and research)** • Suggest own ways of presenting information, including graphically and in writing • Make detailed and labelled field sketches • Make field measurements over time • Collect statistics and present them appropriately • Record information on charts, graphs and tables

		• Research temperature and compare with UK using information from the internet to discuss weather and climate **MAPS** • Draw maps of local places with a simple key • Use maps with simple grid references • Compare information from atlases with that from a globe • Use atlases which show physical and human features • Use contents and index pages of an atlas **KNOWLEDGE AND UNDERSTANDING** • Work out a location using a range of information • Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these • Understand and use the concept of reciprocal link between physical and human features • Describe and identify how a place has changed • Understand how economic development can change a place • Express views and recognise how people affect the environment, summarising the issues • Suggest ways of improving local environment • Understand how weather changes an environment • Know the difference between weather and climate
		Greater Depth
		• Can they make geographical inferences through a variety of geographical sources? • Can they make links using prior knowledge and ask and answer geographical questions?

	Key Vocabulary	Deeper Thinking Questions
	Caribbean Wild life Tropical Climate humid Exports: Bananas Coffee sugar Jamaica Island Kingston Hurricane belt of Atlantic Ocean Weather / climate / temperature Northern / Southern Hemisphere Jerk Chicken Reggae Bob Marley (Music)	• What are the similarities and differences between Jamaica and the UK? • Why does Jamaica have a tropical climate? • Based on what you now know, where do you think would be the better place to live and why?
Writing opportunities		• Journey of a banana • Weather report • Power of Reading Literacy, Summer 2. Gregory Cool. Link between units •

	Topic 2	Objectives
	Investigating our local area Inquiry provides some scope for learners to make choices about data gathering methods and presentation techniques. It has strong links to the computing/ STEM curriculum in that it focuses on the use of technology in the locality and the local environment. (Ozobots, map of Norwich) The chapter will develop some key enquiry skills, particularly through the creation of maps. All children to know their home address, all children to know where the UK is on a World map. Most children can locate Norwich on a blank map of the UK. Most children can name and label all continents. (Need to know Europe to link to Year 4) Building company, creating homes, impact on area	• Locate world countries, using maps, concentrating on environment regions, key physical and human characteristics, countries and cities. • Use maps, atlases, globes, digital/ computer mapping to locate countries. • Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure. **GEOGRAPHICAL STUDY and FIELD WORK** • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet, Google Earth **(Using Question grid, children to develop own questions and research)** • Suggest own ways of presenting information, including graphically and in writing • Make detailed and labelled field sketches • Collect statistics and present them appropriately **MAPS** • Draw maps of local places with a simple key • Use maps with simple grid references **KNOWLEDGE AND UNDERSTANDING** • Work out a location using a range of information

		• Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these • Understand and use the concept of reciprocal link between physical and human features • Describe and identify how a place has changed • Understand how economic development can change a place • Express views and recognise how people affect the environment, summarising the issues • Suggest ways of improving local environment
		Greater Depth
		• Can they make geographical inferences through a variety of geographical sources? • Can they make links using prior knowledge and ask and answer geographical questions?
	Key Vocabulary	**Deeper Thinking Questions**
	Street Road signs Supermarket Church Map symbol Address Urban Rural	• How can Housing Development Companies help the environment when building new developments? • Is it right for Housing Developments to build on flood plains? Why? • Where do you think is best for Housing Developments to build? Inner city, Outer city (urban) or rural? Why? • Should the Housing Development companies build larger, expensive houses, or houses that everyone can afford?

	Environment **Eco-system** **Flood plains** **Development** **Housing Development Companies**	
Writing Opportunities		Balanced argument: Whether to build houses on our school playing field or not.
	Topic 1	**Objectives**
Year 4 Banham Zoo – Habitats and countries link	**Our European Neighbours** Discovering Europe, Continents of Europe, Countries, Capital cities, Comparing capital cities and A country study, (Paris, London and Rome, which links to History topic) Art Heist across Europe	• Can they identify that localities may have similar and different characteristics? • Can they suggest different ways that a locality could be changed and improved? • Can they identify different views around a geographical issue and state their own view? **(Also linked to science: Living things)** • Can they use and compare two maps explaining the purpose of each? **MAPS** • Read and use the symbols on an OS map • Use four figure grid references to locate points on a map • Identify time differences around the world • Plan a route and work out distance using map scales • Work out routes on maps and plans

		• Find longest and shortest routes using maps • Compare information from atlases with that from a globe **KNOWLEDGE AND UNDERSTANDING** • Work out a location using a range of information • Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these.
		Greater Depth
		• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? • Can they identify geographical patterns and make connections?
	Key Vocabulary	**Deeper Thinking Questions**
	Europe Europe Union Mediterranean Euros Brexit Eiffel Tower Big Ben Notre Dame Russia Continents	• Why do you think it is important that we know where the different European cities are and their capitals? • What do you notice when you compare and contrast London, Paris and Rome? • Why are cities built around rivers? • How did London expand if land was difficult to find?

	Map Map symbols Google Earth	
	Writing Opportunities	• Explanation text: Explain why cities are built around rivers. • Letter to the government explaining why we should/should not stay in the European Union (this can change depending on the current situation)
	Topic 2	**Objectives**
	Village Settlers Needs of early settlers, Place name origins, Mapping symbols, Connecting settlements and Designing a settlement. Settling in America, 1610, Protestants are being persecuted in England.	• Can they explain how a locality has changed over time with reference to physical features and human features? **GEOGRAPHICAL STUDY and FIELD WORK** • Examine, question, analyse what is discovered, using a range of evidence • Discriminate between different sources of information **MAPS** • Read and use the symbols on an OS map • Use four figure grid references to locate points on a map • Identify time differences around the world • Plan a route and work out distance using map scales • Work out routes on maps and plans • Find longest and shortest routes using maps • Compare information from atlases with that from a globe **KNOWLEDGE AND UNDERSTANDING**

		• Work out a location using a range of information • Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these • Understand and use the concept of reciprocal link between physical and human features • Describe and identify how a place has changed • Understand how economic development can change a place • Identify land use around a river and how these can change people's lives • Express views and recognise how people affect the environment, summarising the issues • Suggest ways of improving local environment • Understand how weather changes an environment
		Greater Depth
		• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? • Can they identify geographical patterns and make connections?
	Key Vocabulary	**Deeper Thinking Questions**
	American state Cherokee	• What do we need to survive and why? • Why have you chosen to settle here? Explain in as much detail as possible.

	Climate Symbol Accessibility Settlement Settlers Survival	• How might settlers have chosen where to travel to, when they didn't have the knowledge of land like we do now? • Why did cities have walls built around them?
	Writing Opportunities	• Diary entry: point of view of a settler on board travelling to the new world. • Write a letter home about their new settlement.
	Topic 1	**Objectives**
Year 5	**The United Kingdom** About the UK, Countries, Towns and Cities, Hills and Mountains, At the seaside and Rivers. Virus Outbreak	• Can they identify the links between human and physical geography? • Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they pose a geographical hypothesis using various sources to draw a conclusion? **GEOGRAPHICAL STUDY and FIELD WORK** • Rank information found into order of importance • Come to accurate conclusions, using information **MAPS** • Use and understand simple scale **KNOWLEDGE AND UNDERSTANDING**

		• Justify own viewpoint or decision, and use new information to adapt their own viewpoint
		Greater Depth
		• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?
	Key Vocabulary	**Deeper Thinking Questions**
	City / Cities Virus Locations United Kingdom Geographical regions Topographical features Seas / rivers North, South, East, West	• Hypothesises where the virus will spread to and why. • Pros and cons list of why the outer Hebrides is a good/bad location for the cure to be located? • How do you think Norwich might change over the next 50 years?
	Writing Opportunities	• Letter to the PM explaining the details of the spread and hypothesises where it will spread to and why. • Create an advert for a major town or city in the UK.
	Topic 2	**Objectives**

	Investigating Rivers In this term's work, the children focus on the water Cycle, Rivers on the move, What's the Use?, Pollution and the effects, and an Inquiry. River Glaven at Holt	• Can they identify the links between human and physical geography? • Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? **GEOGRAPHICAL STUDY and FIELD WORK** • Draw on own knowledge and understanding when setting up a field work investigation • Suggest suitable questions for a field work study • Rank information found into order of importance • Come to accurate conclusions, using information • Make careful measurements - e.g. rainfall, noise level, distance **KNOWLEDGE AND UNDERSTANDING** • Begin to understand geographical pattern – e.g. industry by a river • Describe and begin to explain patterns and physical and human changes • Describe how change can lead to similarities between different places • Justify own viewpoint or decision, and use new information to adapt their own viewpoint
		Greater Depth
		• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?

	Key Vocabulary	Deeper Thinking Questions
	Estuary Mouth Source Meander Erosion Deposition Tributary Ox bow lake Delta Stream Water cycle River system Channel Confluence infiltration	• Why are rivers so important (beginning and end) • How does the water cycle play an important part in the role of rivers? • Why is a river such an important commodity? • What users do rivers have?
	Writing Opportunities	• Non chronological report on rivers. Field research trip note taking and data collection.
	Topic 1	**Objectives**

Year 6	**Our Changing World** In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes. Coastal erosion inquiry, West Runton	• Can they explain the links between human and physical geographical processes and how these may affect the future? • Can they explain a range of geographical processes and the effects on people and places? **GEOGRAPHICAL STUDY and FIELD WORK** • Suggest relevant issues for further study • Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from fieldwork or research • Analyse data – e.g. population data – using similarity and difference • Speculate and hypothesise about what is found • Suggest plausible conclusions, and back up with evidence **MAPS** • Use 6 figure grid references • Use a compass to follow a route **KNOWLEDGE AND UNDERSTANDING** • Suggest how human activities can cause changes to environment and to the different views people hold • Recognise dependent links and relationships in both human and physical geography • Make a plausible case for environmental change • Interpret other people's arguments for change, analysing and evaluating their viewpoints

		Greater Depth
		• Can they collect statistics about people and places from field work or research and analyse data looking for trends? • Can they interpret other people's arguments for change, analysing various sources.
	Key Vocabulary	**Deeper Thinking Questions**
	Erosion Landslide Sea defences: soft and hard engineering defences Long shore drift Coastline Beach Cliff Deposition landforms	• Why should you not move pebbles and stones from the beach. • Why are soft engineering sea defences better for the environment? • If you had to choose where to protect along the coastline, where would you put the defences?
	Writing Opportunities	• Write a letter to the local people explaining why they will/ will not be getting sea defences

	Topic 2	Objectives
	Extreme Earth In this unit, children will discover extreme climates, water distribution, Weather Phenomena, Earthquakes, Tsunamis and Volcanoes	• Can they explain the links between human and physical geographical processes and how these may affect the future? • Can they explain a range of geographical processes and the effects on people and places? • Can they present their research through self- selected representations? E.g. reports, leaflets, drama, art, multimedia. **GEOGRAPHICAL STUDY and FIELD WORK** • Suggest relevant issues for further study • Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from fieldwork or research • Analyse data – e.g. population data – using similarity and difference • Speculate and hypothesise about what is found • Suggest plausible conclusions, and back up with evidence **KNOWLEDGE AND UNDERSTANDING** • Suggest how human activities can cause changes to environment and to the different views people hold • Recognise dependent links and relationships in both human and physical geography
		Greater Depth
		• Can they collect statistics about people and places from field work or research and analyse data looking for trends?

		• Can they interpret other people's arguments for change, analysing various sources?
	Key Vocabulary	**Deeper Thinking Questions**
	Earthquake Tsunami Volcano crater Magma Lava Dormant Fault Magnitude Landslide Tectonic plates flooding	• What impact does a volcano have on its environmental and social surrounding? • Why do volcanoes erupt? (this can also be used as your piece of writing) • People shouldn't live in areas which are prone to extreme weather conditions. Agree/disagree-why? • What would happen if one of the stages of the water cycle was missing? E.G. clouds didn't form? • Is extreme weather a force or nature or can we prevent it?
	Writing Opportunities	• Explanation – How does a Volcano erupt • Report writing – tornados, tsunami.

Inquiry Trips

Deeper thinking questions: Please use these as a guide as you may need to change them depending on your children's progress/needs.