



St Mark's C. E Junior School

Progressive Knowledge, Skills & Outcome Journey for Geography

Outcomes				
	Year 3	Year 4	Year 5	Year 6
Autumn	Children will learn about the UK & its settlement types. They will locate its rivers and mountains when looking at counties.	Children will learn about Europe and its capital cities. They will focus in on Greece, comparing its landscape, people and places.	Children will learn about rivers of the world. They will then focus in on how rivers & other features are formed and have an effect on the landscape.	Children will recap map skills taught over time. They will then focus on climate zones and biomes with a focus on adaption & Global warming.
Spring	Children will learn about Benhall and how it has changed over time, with a focus on land use & farming.	Children will learn about Cheltenham over time, with a focus on its expansion as a Spa town.	Children will learn about Gloucester city and its features. They will carry out fieldwork in the city centre.	Children will learn about tourism in Gloucester and will focus on Bourton on the Water. Children will then look at local & global trade.
Summer	Children will learn about Africa: its landscape, animals and people. There will be a focus on tourism in National Parks.	Children will learn about volcanoes and earthquakes. They will focus in on Italy, comparing its landscape, people and places.	Children will learn about South America and its biomes. They will compare the human and physical features with a focus on deforestation.	Children will learn various fieldwork techniques and carry out surveys for accessibility and safety on the school grounds. They will make recommendations for our site.

Skills Progression				
	Year 3	Year 4	Year 5	Year 6
Locational & Place Knowledge	Locate Human and physical features of the UK on a map using an atlas; Study geographical similarities & differences between Benhall & London	Locate Human and physical features of Europe on a map using an atlas; Study Geographical similarities and differences between countries in Europe: focus on Italy.	Locate Human and physical features of the Americas on a map using an atlas; study Geographical similarities and differences between Mexico & Cheltenham. Understand the term Biome, to include Rainforests.	On a world map locate the main countries in Africa, Asia and Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Locate longitude, latitude, equator, Northern & Southern Hemisphere, tropics, Artic & Antarctic circles . Study environments and compare similarities and differences in a range of some features stated above.
For example....	<p>Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities.</p> <p>Explain the purpose of a capital city and form opinions on how this affects population size.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a contrasting African country, and ask geographical questions.</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Use maps to locate countries of Europe. Study maps about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p> <p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Study some pictures of different parts of Europe Make reasoned judgements about where the pictures are taken and justify e.g. a mountain top may be in Italy because there is a large mountain range there.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g Leaning Tower of Pisa generates a lot of revenue through tourism. Relate to UK landmarks.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and Italy. Compare physical and human features, draw</p>	<p>Study maps of the USA to identify environmental regions. Compare and contrast these regions.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.</p> <p>Use maps, globes and Google Earth to identify the continent of South America. Identify and mark on a map the different countries of South America.</p> <p>Identify the major cities and consider how they differ to other regions in the country. Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina.</p>	<p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Critically study photographs – do they think these were taken close to the Equator or further away.</p> <p>Use and explain the term 'climate zone'. Identify the different climate zones.</p> <p>Ask questions and find out what affects the climate.</p> <p>Use maps to identify different climate zones.</p> <p>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</p> <p>Children to ask questions about global warming.</p> <p>Discover the cause of global warming and research the implications.</p> <p>Reach reasoned and informed solutions and discuss the consequences for the future.</p> <p>Identify changes to be made in own lives in</p>

		<p>conclusions, pose questions and use prior knowledge of map reading.</p> <p>Identify main trade and economy in Italy and compare to region of the UK.</p> <p>Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?</p>	<p>Using photographs, children to make connections between South America and the UK.</p> <p>Locate the mountain ranges, rivers and oceans.</p> <p>Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames</p> <p>Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc.</p> <p>Ask geographical questions .</p> <p>Understand the term 'biome'.</p> <p>Use knowledge of this term to make suggestions for places in the world which may be biomes.</p> <p>Once the children are aware that the main types are: tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps.</p> <p>Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest.</p> <p>Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the Discuss how the rainforest may be linked to us e.g. trade.</p> <p>Locate other rainforests using Google earth and maps, identifying patterns in their location</p>	<p>response to this.</p>
Fieldwork Skills	<p>Use globes, maps and atlases.</p> <p>Create sketch maps of local area using symbols.</p> <p>Create surveys.</p> <p>Use 4 figure grid references</p>	<p>Use aerial photographs, ordnance survey maps and satellite maps to support study.</p> <p>Use 4 figure grid references</p>	<p>Use digital mapping to locate countries and their features.</p> <p>Create surveys & draw graphs to analyse results.</p> <p>Use 6 figure grid references.</p>	<p>Design and build own fieldwork equipment and use outside.</p> <p>Use multiple sources of complex information to draw conclusions.</p> <p>Use 8 points of a compass.</p>
For example...	<p>Use locational language to describe the location of points on a map of the school/local area.</p>	<p>(Link to Cheltenham over time Unit of work) Survey the use of land in the immediate locality of the school e.g. local</p>	<p>Make field notes/observational notes about land features.</p> <p>Visit River Severn, locate and explain the</p>	<ul style="list-style-type: none"> • Undertake a weather survey of the local area– tally counting, types of weather observed, comparing data

	<p>e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.</p> <p>Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are</p> <p>Undertake environmental surveys of the school grounds – litter, noise, likes/ dislikes, areas for improvement</p> <p>Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall – is it the same on all sides of the school.</p> <p>Make an aerial plan/map of the school, drawing round different sized blocks</p>	<p>high street, using the following classifications:</p> <p>Residential: houses, flats, hotels, hostels</p> <p>Retail: food, clothing, footwear, sports, toys, furniture, etc....</p> <p>Professional/ Commercial: solicitors, banks, building societies, company offices etc....</p> <p>Industrial and Storage: machine tools, engineering, factories, warehouses</p> <p>Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes</p> <p>Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools</p> <p>Other: vacant property, car parking, open spaces, development sites</p> <p>Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time.</p> <p>Investigate why the land-use has changed</p> <p>Undertake a survey of buildings and materials</p> <p>Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work</p> <p>Compare shops in the local area with the nearest city centre</p> <p>Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits</p>	<p>features.</p> <p>Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Industrial Revolution.</p> <p>Study pictures of the river in Victorian times and compare and contrast.</p> <p>Select a method to present the differences in transport in the area today.</p> <p>Record measurement of river width/depth.</p>	<ul style="list-style-type: none"> • Collate the data collected and record it using data handling software to produce graphs and charts of the results. • Ask Geographical questions e.g. how can we use renewable sources of energy in school? • Form and develop opinions • Make suggestions and reflect on own beliefs. - Report on the effects of environmental change on themselves and others – study renewable and non-renewable energy - Select methods for collecting, presenting and analyzing data - Analyse evidence and draw conclusions
Human & physical Skills	Describe different types of settlement & how land is used	Describe mountains & volcanoes,	Describe rivers & where water comes from. Settlement study	Describe earthquakes & other disasters, both natural & Human
	<p>Look at pictures and labeled diagrams of Benhall over time.</p> <p>Produce own pictures and labeled diagrams.</p> <p>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were</p>	<p>Locate places in the world where volcanoes occur.</p> <p>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use</p>	<p>Use the language of rivers e.g. erosion, deposition, transportation.</p> <p>Explain and present the process of rivers.</p> <p>Compare how river use has changed over time and research the impact on trade in history. Link to local history and study of The Docks.</p>	<p>Describe and explain the processes that cause natural disasters.</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p>

	<p>they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p>	<p>the correct vocabulary for each stage of the process of volcanic eruption. Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p>	<p>Research and discuss how water affects the environment, settlement, environmental change and sustainability</p> <p>Look at pictures and labeled diagrams of different historical settlements over time. Produce own pictures and labeled diagrams. Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p>	<p>Study photographs, aerial photographs and maps of Cheltenham pre war, post war and present day. Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps. Research and present Britain's export trade. Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade). Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade.</p>
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Assessment				
	Year 3	Year 4	Year 5	Year 6
Autumn	Children will be able to name and locate the countries, counties and cities of the UK. Children will be able to identifying rivers and mountains.	Children will be able to locate countries and capital cities in Europe. Children will be able to compare and contrast Greece and the UK based on its human & physical geography.	Children will be able to name and locate UK & world rivers. Children will be able to explain how rivers are formed.	Children will be able to locate the countries of Asia & Oceania (recapping Africa from Year 3) Children will be able to confidently name, locate and explain climate zones & biomes.
Spring	Children will be able to explain how Benhall has developed over time. Children will be able to carry out a simple surveys of their local area.	Children will be able to explain how Cheltenham has developed over time. Children will be able to carry out surveys of their local area.	Children will be able to explain how Gloucester has developed over time. Children will be able to carry out surveys of the area drawing conclusions.	Children will understand the effects of tourism in Gloucestershire. Children will be able to explain the benefits of trade from a local to global scale.
Summer	Children will be able to compare and contrast Africa and the UK based on its human & physical geography.	Children will be able to locate, name and explain earthquakes and volcanoes. Children will be able to compare and contrast the UK and Italy.	Children will be able to compare and contrast South America and the UK based on its human & physical geography.	Children will carry out a range of fieldwork techniques, building their own equipment and using it in the field to make comparisons and judgements.