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|  | **Skills Progression 2019/20**  **Subject area: Geography**  **Curriculum leader: Sophie Tullett** | | | |
| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Locational**  **Knowledge** | Name and locate countries and key cities in the UK.  Identify human and physical characteristics of the UK.  Look at land-use patterns of areas of the UK and their change overtime.   * **Be able to locate and name the oceans and continents on a variety of maps/globes/atlases.** * **Be able to identify the 4 countries and label the capital cities.** * **Match key landmarks to the country/ city/region.** * **Use maps, pictures and other sources to identify similarities and differences between UK regions.** * **Identify similarities and differences of human and physical features (e.g mountainous and urban areas).** * **Use maps, pictures and other sources to identify similarities and differences between UK regions and how they have changed overtime. How was the land used in the past? How has it changed?** * **Locate and compare key rivers around the UK (Link to Our Blue Planet topic)** | Locate and use maps to focus on the UK and Europe (including the location of Russia).  Locate and use maps to focus on South America.  Identify human and physical characteristics, countries and major cities in Europe and South America.   * **Study maps to locate countries in Europe.** * **Study maps to locate features of Europe eg. Rivers, mountains (link to Dragon and Viking topic** * **Use maps to identify different climate zones. Discuss and compare to the UK and local area.** * **Study maps to locate South America and countries** * **Locate key features of South America (Amazon River and rainforest)** * **Locate and identify the countries which the Amazon River runs through, including its source, tributaries and mouth. Compare to other rivers (size etc)** * **Locate and identify the countries that the Amazon rainforest covers.** * **Study maps/atlases/digimaps to locate other rainforests around the world.** | Locate and use maps to focus on Europe (including the location of Russia).  Locate and use maps to focus on South America.  Identify human and physical characteristics, countries and major cities in Europe, North and South America.   * **Study maps to locate countries in the UK, Europe and The Americas.** * **Study maps to locate key continents, oceans and key countries around the world.** * **Use maps, pictures and other sources to identify similarities and differences between the UK and other parts of the world. How was the land used in the past? How has it changed?** * **Compare characteristics of the UK, Europe and the Americas (Animals topic)** * **Use maps to identify different climate zones. Discuss and compare to the UK and local area (Poles Apart topic)** * **Locate the oceans, continents and countries Endurance and Shackleton’s crew visited on its journey to the Antarctic (Poles Apart topic)** * **Locate America and where the Maya used to live – how has the land changed over time? (The Mayans topic)** | Locate and use maps to focus on Europe (including the location of Russia).  Locate and use maps to focus on South America.  Identify human and physical characteristics, countries and major cities in Europe and South America.   * **Study maps to locate mountains and volcanoes around the world. (Link to Natural Disaster topic)** * **Use maps, pictures and other sources to identify similarities and differences between these areas and how they have changed over time.** * **Use maps to plot Charles Darwin’s voyage around the world (Voyage of Discovery topic)** * **Identify key countries around the world (Link to Natural Disasters, Voyage of Discovery, Egyptians and WWII)** * **Identify South America, focusing on the Galapagos Islands. Has this area changed over time? (Voyage of Discovery topic)** * **Study maps to locate the axis and allied countries from WWII.** * **Study local maps of Plymouth and link to WWII, including dockyard and Charles Cross roundabout. How have these places changed/ how were they affected?** |
| 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). Use maps/atlases/digimaps to locate these and understand what each of them means. | | |
| **Build up UK Locational Knowledge:** Naming and locating counties and cities of the United Kingdom through national events/news  **Build up Worldwide Locational Knowledge:** Naming and locating countries and major cities of the world through worldwide events/news/natural disasters | | | |
| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Place Knowledge** | Understand geographical similarities and differences through studying the human and physical geography of: A region in the UK – link to local area – and a region of Europe (Benodet, twin town in France)  **Our Blue Planet topic** | Understand geographical similarities and differences through studying the human and physical geography of: A region of the UK and South America  **The Amazon topic** | Understand geographical similarities and differences through studying and comparing the human and physical geography: A region in the UK and a region of South America and North America  **Animals topic/Maya topic** | Understand geographical similarities and differences through studying and comparing the human and physical geography: A region in the UK and a region of South America  **Natural Disasters topic/Charles Darwin topic** |
| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Human and Physical Geography** | Describe and understand key aspects of:  Physical Geography of the United Kingdom including: hills, mountains, rivers and coasts   * **Understand and describe human and physical features in your local area.** * **Compare these features to another local area/town. What are their similarities and differences? Use photographs/maps/digimaps** * **Identify key landmarks of each Country in the UK – physical or human?** * **Understand and describe the process and parts of a river.** * **Understand how coasts change over time (Link to Our Blue Planet topic)** | Describe and understand key aspects of:  Physical Geography including: climate zones, biomes and vegetation belts and the water cycle.   * **Locate physical features around in Europe (Rivers and Mountains) (Link to Vikings)** * **Look at Climates in Europe** * **Understand the human and physical features of an area in South America – focusing on the Amazon rainforest and river.** * **Look at the climates in South America** * **Compare these features with others around the world – how are the similar/different?** * **Understand the parts of a river and the different layers of the rainforest.** | Describe and understand key aspects of:  Physical geography including: rivers, climate zones, hills and mountains.   * **Identify human and physical features – focus on mountains linking to Shackleton’s journey.rt).** * **Look at the different climate zones of South America and Antarctica (Poles Apa** * **Look at key landmarks in London, human or physical? How were these affected in The Great Fire of London?** * **Understand the Mayan water systems and look at their farming and trading links.** | Describe and understand key aspects of:  Physical geography including Volcanoes and earthquakes, looking at plate tectonics, the ring of fire and various natural disasters.   * **Describe and explain the processes that cause natural disasters.** * **Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.** * **Study photographs and maps of Plymouth/Cornwall/South West pre-war, post war and present day what human and physical features were ruined?** |
| **Build up knowledge of human geography through the identified year group locational study including:** Types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. | | | |
| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Geographical Skills and Fieldwork** | Use 4 points of a compass, locational language and four-figure grid references to build their knowledge of the UK. | Use the 8 points of a compass, locational language and four-figure grid references to build their knowledge of the identified area of Europe. | Use the 8 points of a compass, locational language and four-figure grid references to build their knowledge of the identified area of South America. | Use the 8 points of a compass, locational language and four-figure grid references to build their knowledge of the wider world. |
| Use maps, atlases, globes and computer mapping (**digimaps**) to locate the UK, our local area and different features studied.  Use fieldwork to observe, measure and record the human and physical features of the local area using a range of methods including sketch maps, plans, graphs and digital technologies (**digimaps**). | | | |