

## Cunningham Hill Junior School – Geography Skills Progression

### Geography Intent

**At Cunningham Hill Junior School, we intend for the Geography element of our school curriculum to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. We hope to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. By developing their sense of place in their locality, they will be develop strong ideas on where they are from and where they fit in the wider world.**

	KS1	Year 3	Year 4	Year 5	Year 6
<b>Focus Areas</b>		Physical Focus: Volcanoes and Earthquakes Contrasting Location: Italy UK Study: St Albans Focus Current Affairs: Venice sinking/Rising sea levels	Physical Focus: Mountains Contrasting Location: Egypt UK Study: Settlements Current Affairs: Eco-settlements	Physical Feature: Rivers Contrasting Location: Greece UK Study: Fleetville Development Current Affairs: Migration and Flood Prevention	Physical Feature: Rainforests Contrasting Location: Middle East UK Study: Coastal Geography – Linked to Residential Current Affairs: Migration and Trade
<b>Locational Knowledge General geographical knowledge, position and significance, UK and Global</b>	<ul style="list-style-type: none"> <li>Name capital cities within the UK.</li> <li>Identify the characteristics of the 4 countries of the UK.</li> <li>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.</li> <li>Know about hot and cold regions of the world</li> <li>Name, locate and identify characteristics of the seas surrounding the UK.</li> <li>Have sense of their local area and some understanding that it is part of the British Isles</li> </ul>	<ul style="list-style-type: none"> <li>Recap the name and location the 4 countries of the United Kingdom.</li> <li>Recap the characteristics of the 4 countries of the UK.</li> <li>Name capitals and major cities within the UK.</li> <li>Locate St Albans on a map; find the school and identify areas known to them on a variety of maps.</li> <li>Find the location of Italy and major cities and human and physical features using atlases</li> <li>Name and locate all of the world’s 7 continents and 5 oceans.</li> <li>Know the names and locations of the world’s principal mountains, volcanoes and areas at risk from earthquakes;</li> <li>Start making links between their local area and its place in the British Isles and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Securely name countries, capitals and major human and physical features of their local area and the British Isles</li> <li>Identify characteristics of the local area which show their understanding of a geographical idea – settlements</li> <li>Locate countries studied position in the world by using maps and atlases</li> <li>Know the names and locations of major cities and features of North African country such as rivers, seas and human landmarks</li> <li>Know the names and locations of the world’s principal mountains and how they came to exist</li> <li>Add to knowledge of locations to continue to build a sense of place in the world</li> </ul>	<ul style="list-style-type: none"> <li>Name continents, countries, and capitals of places studied.</li> <li>Identify the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;</li> <li>Find location of the world’s countries, using maps to focus on European country, concentrating on key physical and human characteristics, countries, and major cities</li> <li>Know the names of – and key information on – the world’s main rivers including ones previously studied</li> <li>Identify the position and significance of latitude, longitude, and time zones (including day and night)</li> <li>Build further knowledge of the locations to begin to secure a sense of place in the world</li> </ul>	<ul style="list-style-type: none"> <li>Name continents, countries, capital and major physical and human features from all areas studied</li> <li>Have strong knowledge of their locality and the features of the area using different scales to support understanding of different aspects.</li> <li>Location of the world’s countries, using maps to focus on The Americas and the Middle East, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> <li>Have strong sense of their location and its place in the wider world.</li> </ul>
<b>Place Knowledge Simple comparisons and contexts</b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European</li> <li>To recognise and describe simple patterns in the environment (eg the variations in traffic during the day).</li> <li>To compare places at a local scale (e.g. where I live and another place at a similar scale in a non-European country).</li> <li>To describe some differences between places near the equator and at the poles.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss characteristics of our local area and compare to Italy</li> <li>Understand how people can respond to a natural disaster, such as an earthquake or volcanic eruption;</li> <li>Explain how their location within different climate zones might affect everyday life differently in Italy and places previously studied;</li> <li>Use appropriate vocabulary when describing Italian culture and compare them with other places</li> </ul>	<ul style="list-style-type: none"> <li>Explain ways in which the location and distinctive features of North Africa (including everyday life) compare and contrast with those of other places studied;</li> <li>Explain how physical features impact on human everyday life</li> <li>Use a variety of maps to make simple suggestions as to what the country is like and why it is different to their local area</li> <li>Discuss how physical features affect the lives of people in settlements including a North African country</li> </ul>	<ul style="list-style-type: none"> <li>Compare use of land and natural resources in a European country with our locality</li> <li>Understand ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</li> <li>Can I show understanding of different cultures in contrasting countries and how this has been influenced by geographical reasons</li> <li>Interpret a range of maps and aerial views of rivers they know and compare with UK and St Albans;</li> <li>Describe the location and principal features of the European region, when seen at a range of scales, from the global to the immediately local;</li> </ul>	<ul style="list-style-type: none"> <li>Describe and evaluate ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</li> <li>Understand what it is like to live in a different country with a focus on the Middle East</li> <li>Use thematic maps to hypothesise what it is like to live in a place and compare to the local area</li> <li>Contrast cultural differences and how these influence the countries identity</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>To identify hot &amp; cold areas of the world (using globes and atlases) in relation to the Equator &amp; North &amp; South Poles.</li> <li>Use basic geographical vocabulary to refer to key features of places. For example: <b>Physical</b>- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <b>Human</b>- city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main features and causes of volcanoes and earthquakes;</li> <li>Know about processes of trade, tourism and culture in Italy.</li> <li>Know ways in which the location and physical geography of the region impact on (and are impacted by) human activity and culture</li> <li>Understand how humans adapt to live in areas of volcanic and earthquake activity</li> <li>Compare human/physical features of Italy, with places previously studied;</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main features and types of mountains;</li> <li>Explain ways in which the location and physical geography of the region impact on (and are impacted by) human activity</li> <li>Describe and understand key aspects of human geography: types of settlement and land use, economic, trade links, and distribution of natural resources including energy, food, minerals etc.</li> <li>Know why human migration from rural to urban migration occurs</li> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains of Egypt and North Africa</li> <li>Explain how some people have adapted to life in mountainous areas.</li> <li>Understand ways in which humans behaviour has affected the world</li> <li>Know ways humans can adapt settlements to be eco-friendly</li> </ul>	<ul style="list-style-type: none"> <li>Know the key elements and features of a river;</li> <li>Know the key elements of the water cycle;</li> <li>Understand ways in which human processes (such as economic, land use, settlement and change) operate within the UK and their local region;</li> <li>Evaluate a range of possible flood prevention measures;</li> <li>Explain ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;</li> <li>Describe ways in which the location and physical geography of the region impact on (and are impacted by) human activity this includes the key role of the Mediterranean Sea</li> <li>Identify areas for development on our local area – human/physical</li> </ul>	<ul style="list-style-type: none"> <li>Know ways in which human processes (such as economic and political processes, the distribution of energy, land use, natural resources, and change) operate within the UK and their local region;</li> <li>ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and how they are affected by environmental issues</li> <li>Using knowledge previously studied, independently identify and compare human and physical geographical places.</li> </ul>

# Cunningham Hill Junior School



<p><b>Geographical Skills and Fieldwork</b></p> <p><b>Enquiry, mapping, fieldwork, critical thinking, vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Use simple compass directions (North, East, South and West) and locational language.</li> <li>• Use directional language near, far, left and right to describe location of features and routes on a map.</li> <li>• To use aerial images to help me describe what a place is like and locate key features.</li> <li>• Devise and use simple maps and use and construct basic symbols on a key (paper and digital)</li> <li>• Ask more complex geographical questions and discuss responses, using geographical vocabulary.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and its surrounding area. Collect data.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use an eight-point compass to give a simple location/direction</li> <li>• Use letters or number coordinates to locate features on a map</li> <li>• Use digital aerial images to identify features of the local area</li> <li>• Draw a sketch of a simple route</li> <li>• Make a map of a short route experienced with features in correct order le feature from an observation or photo</li> <li>• Start to draw simple plan views of single room – e.g. bedroom, classroom</li> <li>• Ask questions regarding the local rea and is use of land. Describe and compare places.</li> <li>• Plan a simple route using digital software</li> </ul>	<ul style="list-style-type: none"> <li>• Use eight-point compass points to follow or give directions</li> <li>• Use letters or number coordinates to locate features on a map</li> <li>• Begin to recognise symbols on a OS map</li> <li>• Use large and medium scale OS maps</li> <li>• Draw a sketch map from a high view point</li> <li>• Draw a plan view of a locality – e.g school, local area</li> <li>• Begin to draw a variety of thematic maps based on their own data</li> <li>• Begin to use a variety of sources of evidence to express views about the school</li> <li>• To collect data/evidence for their own investigation</li> <li>• Start to follow a short route on an OS map</li> </ul>	<ul style="list-style-type: none"> <li>• Use eight-point compass points to plan a local journey</li> <li>• Use four figure coordinates to locate features on a map</li> <li>• Recognise and use OS map symbols</li> <li>• Use medium scale land range OS maps</li> <li>• Draw a variety of thematic maps based on their own data</li> <li>• Make a map of a short route experienced with features in correct order</li> <li>• Draw a plan view with accuracy and detail of a geographical concept e.g. river, flood management programme, land use</li> <li>• Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life</li> <li>• Use sketches as evidence in an investigation in the local area</li> <li>• Use a range of measuring instruments and investigations</li> <li>• Follow a short route on an OS map independently</li> </ul>	<ul style="list-style-type: none"> <li>• Use 16 - point compass independently when describing a route across multiple countries/states</li> <li>• Begin to use six figure coordinates to locate features on a map</li> <li>• Recognise and use OS map symbols and describe features shown on a OS map</li> <li>• Draw and use maps and plan in a range of scales</li> <li>• Create maps using aerial photographs and satellite images.</li> <li>• Draw a variety of thematic maps based on their own data to answer a problem</li> <li>• Begin to draw plans of increasing complexity to show a variety of geographical aspects.</li> <li>• Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it</li> <li>• Select and use a range of measuring instruments and investigations to answer their own questions</li> <li>• Use different maps to plan routes using different modes of transport –train, underground, walking etc</li> </ul>
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