St Joseph's Catholic Primary School

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# Geography Skills Progression Document

**EYFS**

**Geography taught each term in line with the EYFS Curriculum – Educational Programme: Understanding the world**

ELG: The Natural World Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**National Curriculum link (ELG: The Natural World)**

- **Locational awareness** - Talk about places they have visited and environments experienced.
- **Place knowledge** - Recognise similarities/differences between environments.
- **Human & physical** - Observe plants, animals, weather and seasonal change.
- **Fieldwork & skills** - Use simple observation, discussion and drawing to record findings.

**Environmental Impact & Sustainability Progression**

- **Care for plants, animals and habitats**
- **Talk about looking after the environment**
- **Notice seasonal changes**

| | Autumn Term | | Spring Term | | Summer Term | |
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| **Reception** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| | *Marvellous Me!* | *Let's Celebrate!* | *Explorers* | *People That Help Us* | *All Creatures Great and Small* | *Growing Healthy: A journey of growing strong, kind and green.* |
| New Learning | Where we have travelled, passports from Summer adventures, near and far. | Celebrations across the globe, similarities and differences, | Different environments and climates – Antarctica, Rainforest, Ocean, Space, | Vets, Libraries, Post Offices, Hospitals, Fire Fighters, Teachers, Police, Dentist – Past and Present and comparisons to other countries. | Environments and habitats. | Our local community. |

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**Year 1 - Focus: immediate environment and UK basics**

- **Locational knowledge** - Name and locate the 4 UK countries, capitals, and surrounding seas.
- **Place knowledge** - Compare local area with a UK capital city.
- **Human & physical** - Identify basic human/physical features (house, road, river, field). Understand seasons and daily weather.
- **Fieldwork & skills** - Use simple maps, symbols, and keys. Use basic compass directions (N, S, E, W). Follow routes and collect simple data (e.g., tally charts).

**Environmental Impact & Sustainability Progression**

- **Understand people can help or harm environments**
- **Simple actions: no littering, caring for nature**
- **Daily eco actions (turning off lights)**

| | Autumn | | Spring | | Summer | |
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| **Year 1** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** |
| New Learning<br><br>Key: Geographical Skills and fieldwork | **Unit 1 – Home Sweet Home**<br>Enquiry Question: What can I identify in our St. Joseph's Community?<br><br>**1. To spot the differences between rural and urban areas and know what type of settlement I live in.**<br><br>**2. To explore and record the features of our school grounds.**<br><br>**3. To explore and record the features of** | St. Joseph's Catholic Primary<br>Front Street<br>(Find out the streets children live on- make sure chn can name their street)<br>Stonehouse<br><br>United Kingdom<br>England<br>Great Britain<br>location<br>local area<br>building<br>community | **Unit 2 – Investigation of the Nation**<br>Enquiry Question: What do we know about our island home?<br><br>**1. To check my understanding of the United Kingdom**<br><br>**2. To locate on a map the four countries of the United Kingdom.**<br><br>**3. To identify the four capital cities and surrounding seas of the United Kingdom.** | United Kingdom<br>England<br>Wales<br>Scotland<br>Ireland<br>Northern Ireland<br>Republic of Ireland<br>British Isles<br>Great Britain<br>North Sea<br>Irish Sea<br>English Channel<br>national area point<br>building<br>landscape<br>community<br>physical/human see examples on progression doc<br>similarity/difference | **Unit 3 – Wonderful Weather and Seasons**<br>Enquiry question - What's the Weather like?<br><br>1. To **order the months of the year and recognise seasons.**<br>2. **To spot the differences between the seasons.**<br>3. **To find clues to decide which season we are in.**<br>4. **Identify the types of clothing worn in different weather.**<br>5. **To review our weather diary and reflect on the impact the weather has on our activities.** | Antarctica<br>Earth<br>My school<br><br>rain season<br>snow sunshine<br>temperature<br>wind<br><br>Arctic inside<br>outside polar<br><br>rain gauge: a tool you can use to show how much it has rained<br><br>season: a time of the year with |

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| | **our local area and understand how to care for the local environment.**<br><br>**4. To recount the journey through my local area.**<br><br>**5. To recognise the symbols used on an Ordnance Survey map.**<br><br>**6. To create a map of my local area. Draw own maps and plans by drawing around shapes/using own symbols (in a key).**<br><br>**REACH/Outdoor Learning session Geographical skill and Fieldwork:**<br><br>To begin to use simple locational (e.g., near/far) and compass directions/directional language (e.g., NSEW) to describe features | physical features – buildings, road, street, park etc<br><br>natural – field, plants, animals, river etc<br><br>(capital) city town globe world map aerial photo symbol key senses compass compass direction/point North/South /East/West<br><br>Changes and developments (physical or natural). | **4. To explain the differences between human and physical features.**<br><br>**5. Describe the human and physical features of one of the UK's capital cities. Extended writing opportunity: Write an imaginary postcard from one of the UK's capital cities.**<br>**6. Share my understanding of the UK. Extended writing opportunity: Create an information sheet about a UK country.**<br><br>**REACH/Outdoor Learning sessions Geographical skill and Fieldwork:**<br><br>To follow routes on prepared maps.<br><br>To understand what a compass is and begin to use one for simple navigation. | aerial photo route direction near/far/further left/right high/higher compass compass direction/point North/South /East/West | 6. **To explore how the weather affects different jobs.**<br><br>**REACH/Outdoor Learning sessions Geographical skill and Fieldwork:**<br><br>To use tallies and simple tables to collect data.<br><br>To ask and answer simple questions when prompted about what has been observed.<br><br>To present information using maps and plans, drawings, and perspectives | a particular type of weather<br><br>temperature: how hot or cold it is<br><br>weather forecast: explaining what the weather will be like |

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| | and routes to find them. | | | | | |
| **Rapid Recap** | Talk about where I live and go to school.<br>Use my senses.<br><br>Talk about features of my immediate environment (basic human and physical).<br><br>Talk about similarities and differences in my location.<br><br>Talk about how my environment varies from another.<br>***Also, base recaps on the previous session*** | St. Joseph's, home address and say whether near to school or further away<br>Look, touch, taste, smell, hear<br>Features – school, buildings, houses, playground, road street etc.<br>Comparison of local different local environments whilst discussing features<br>***All Year 1 vocab to also be built into recaps throughout the unit*** | Identify the location of my school, home and city.<br><br>Recognise familiar features using aerial/satellite photos<br><br>Identify key human and physical features of familiar places<br><br>Describe the difference between human and physical<br><br>Give an opinion on the features of my environment<br><br>Describe how these can change over time | *See Autumn vocabulary* | Use a globe, world map and atlas to locate the countries, sea and capital cities of the UK.<br><br>Identify and name characteristics features of the UK and explain their significance<br><br>Explain seasons, daily weather patterns and weather changes (science link too)<br><br>Use a compass for simple navigation | *See Spring vocabulary* |

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# Geography Skills Progression Document

**Year 2 - Focus: wider world and comparison**

- **Locational knowledge** - Name continents and oceans. Identify Equator, poles, hot/cold regions.
- **Place knowledge** - Compare a non-European country (e.g., Zambia) with local area.
- **Human & physical** - Understand climate differences (hot vs cold). Identify habitats and adaptations.
- **Fieldwork & skills** - Use atlases and aerial images. Use simple grid references. Create maps with keys and symbols. Use basic compass directions confidently.

**Environmental Impact & Sustainability Progression**

- Understand use of resources (water, food)
- Compare environments and how they are used
- Suggest simple ways to protect environments

| | Autumn | | Spring | | Summer | |
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| **Year 2** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** |
| New Learning<br><br>Key: Geographical Skills and fieldwork | **Unit 1: Worldwide Wonder**<br><br>Enquiry Question: What can we use to find out more about our world?<br><br>1. **To understand where I am in the world.**<br>2. **To locate on a map the seven continents.**<br>3. **Locate on a map the oceans that link the continents.**<br>4. **To describe where different continents are located.** | The seven continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America. The five oceans: Atlantic, Arctic, Indian, Pacific and Southern.<br><br>Australia Brazil China Egypt France India Spain United States of America<br><br>atlas continent globe human ocean physical | **Unit 2 – Africa or Antarctica?** Enquiry Question: What is it like to live in hot and cold places?<br><br>1. **To identify hot and cold places and locate them on a map.( identify and locate the North and South Poles and the Northern and Southern Hemispheres.)**<br>2. **To recognise the features of a hot and a cold place.**<br>3. **To explore a cold place. (Films: 1. Go** | The Equator is an invisible line that runs around the centre of the Earth. • The North and South Poles are the places furthest away from the Equator. • A place is usually hot if it is near the Equator. • A place is usually cold if it is near the North or South Pole.<br><br>Amazon Rainforest Atacama Desert Canada Norway | **Unit 3 – Nympsfield v Zambia** Enquiry Question: What is it like to live in Zambia compared to Nympsfield? (Consider link to Nigeria with convent next door.)<br><br>1. **To explore Zambia's physical and human features and locate it (identify and locate places studied on a range of maps).**<br>2. **To locate the village of Mugurameno and share what I would like to learn about it** | Zambia is a country in southern Africa. • Zambia has a tropical climate, so it's warm for most of the year. There is a dry season and a wet season. • There are many national parks in Zambia where the government protects the land and its special wildlife. • Mugurameno |

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| | 5. **To spot the physical and human features of a continent.**<br>6. **To share my understanding of a continent.**<br><br>**REACH/Outdoor Learning session**<br>**Geographical skill and Fieldwork:**<br>To devise a simple map of a place in the local area<br>AND<br>To use and construct basic symbols in a key.<br><br>To use a compass (four compass points) to follow and describe routes.<br>AND<br>To use simple locational and directional language and compass directions to describe features and routes (e.g., left/right from own perspective, NSEW). | east hemisphere north south South Pole west<br><br>symbol key satellite photo zoom in/out highlight/label compass direction/point North/South /East/West | **on a cruise to Antarctica).**<br>4. **To identify the animals that live in hot and cold places and recognise how they adapt.**<br>5. **To compare and pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place (observe and describe** some geographical similarities and differences between locations studied.)<br><br>**REACH/Outdoor Learning session**<br>**Geographical skill and Fieldwork:**<br>To use simple grid references (e.g., A1, D7) to locate squares on a map<br>To use first-hand observation to comment on features/patterns/similarities and begin to measure using standard units. | Russia Sahara Desert<br><br>adapt desert habitat iceberg rainforest savannah<br><br>Antarctic Circle Arctic Circle The Equator North Pole South Pole<br><br>adapt: find ways to survive in a place (such as using less water in a desert or keeping warm near the North Pole)<br><br>The Equator: an invisible line that runs around the centre of the Earth, halfway between the North and South Poles<br><br>habitat: the natural home of an animal or plant | **(understand and explain the meaning of the term 'non-European country').**<br>3. **To compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.**<br>4. **To find out about food in Mugurameno and how it is prepared.**<br>5. **To explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives. To suggest simple ways to protect environments.**<br>6. **To use photographs and information texts to help imagine what daily life in Mugurameno might be like.** | is a village in rural Zambia<br><br>Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia<br><br>crop farm flood market waterfall wildlife<br><br>eastern northern southern western<br><br>crops: plants that are grown to be used or sold (such as rice, corn or fruit)<br>population: the number of people living in a place<br><br>wildlife: the wild animals and plants in an area |

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| | | | | | **REACH/Outdoor Learning session**<br>**Geographical skill and Fieldwork:**<br>To begin to recognise and identify basic OS symbols.<br>To zoom in/out and begin to highlight/annotate digital maps.<br>To use pictograms, tally charts, and simple tables.<br>To use first-hand observation to comment on features/patterns/similarities and begin to measure using standard units.<br>Consider a fieldwork project- Use Reach time to carry out fieldwork aspect of this unit. Could get the Nuns in for elements of this unit. | |
| **Rapid Recap** | Recall that the UK is made up of the countries: England, Ireland, Scotland, and Wales.<br><br>Use aerial photographs to recognise landmarks and basic human and physical features<br><br>Use simple fieldwork and observational skills to study the key human and physical features of Gloucester. | Map, globe, observe, aerial photograph, landmark, feature United Kingdom Countries – England, Wales, Scotland and Ireland Nympsfield, City Cities, towns, villages Basic human and physical features – street, road, building, hill, plants etc. | Identify the location of Nympsfield on a UK map (paper and digital).<br><br>Explain differences between human and physical geography<br>Identify local landmarks and features on aerial photographs and compare these<br><br>Suggest improvements which could be made to Gloucester | *See Autumn vocabulary* | Identify: north and south poles (hemispheres), significant hot and cold areas, the equator, arctic and Antarctic circles.<br><br>Identify Africa and Antarctica on a range of maps.<br><br>Explain geographical similarities and differences between these places. | *See Spring vocabulary* |

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| | Use simple fieldwork and observational skills to study the geography of the school and its grounds.<br><br>Name the human and physical features of Gloucester.<br><br>Talk about key physical features.<br><br>Compare the human and physical features within Gloucester. ***Also, base recaps on the previous session*** | ***All Year 2 vocab to also be built into recaps throughout the unit*** | Use compass directions to navigate a route (maps already created to be used). | | Explain patterns relating to the features.<br><br>Use grid references to identify a specific area. | |

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**Year 3 - Focus: UK regions and introduction to Europe**

- **Locational knowledge** - Locate counties, regions, and major UK cities. Begin studying Europe.
- **Place knowledge** - Compare regions within the UK.
- **Human & physical** - Understand land use, settlement and economic activity.
- **Fieldwork & skills** - Use atlases, OS maps and digital maps. Introduce 4-figure grid references. Use scale and measure simple distances. Use 8-point compass directions. Create sketch maps with keys.

**Environmental Impact & Sustainability Progression**

- **Understand land use change**
- **Recognise human impact on environments**
- **Begin evaluating positive/negative impacts**

| | Autumn | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| **Year 3** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** |
| New Learning<br><br>Key: Geographical Skills and fieldwork | **Unit 1 – Glorious Gloucestershire**<br>Enquiry Question: Why do people visit Gloucestershire? (Not from Oddizzi schemes)<br>**1.To describe the locations of the geographical regions of the UK, our nearby counties and major UK cities and understand the location of Nympsfield/Stonehouse as within the Southwest region.**<br>**2. To define and illustrate with examples** | **UK Regions:**<br>Northeast, North West Yorkshire and the Humber West Midlands, East Midlands East Anglia, (Greater) London South East, Southwest Gloucestershire and surrounding suburbs e.g. Quedgeley, Tuffley, Barnwood etc. **Local counties/authorities Authority:**<br>Cheltenham Stroud Tewkesbury Cotswold Wiltshire | **Unit 2 – Investigation of the Nation**<br>Enquiry Question: What can we use to find out more about the UK?<br><br>1. **Compare and contrast the four countries of the UK**<br>2. **Identify where I live in the UK and locate the major cities.**<br>3. **Identify physical and human characteristics of the UK** | **UK Regions:**<br>Northeast, North West Yorkshire and the Humber West Midlands, East Midlands East Anglia, (Greater) London South East, Southwest<br><br>Major UK cities (by population) County region rural urban compare contrast pattern physical geography human geography settlement land use characteristic – see | **Unit 3 – European Expedition** Enquiry Question: What do we know about our European neighbours?<br><br>1. **Find Europe on a map and discover information about some of its key countries.**<br>2. **Locate some of Europe's countries and capitals, and find out more about them.** | Major UK cities (by population) Europe Countries + major capital cities (by population/area) including Paris + major rivers/mountains (by length/height) European Union rural urban effect/impact compare contrast pattern physical geography human geography (introduce) characteristic size |

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| | **exploring the terms human and physical geography.**<br>**3. To investigate and identify the key human and physical geographical features of the location studied (Nympsfield/Stonehouse and South-West region).**<br>**4. To describe how land use has changed over time South-West region) and explain how changes in land use can impact the environment.**<br>**5. To identify some examples of the economic activity of the locations studied (Stroud, Zambia, UK regions).**<br>**6. To identify geographical similarities and differences between our local region and town and other UK regions and owns/cities.**<br><br>**REACH/Outdoor Learning session**<br>**Geographical skill and Fieldwork:** | Somerset Oxford Worcester + other significant UK counties by population/area council borough region, rural, urban, effect/impact, compare, contrast, pattern, physical geography human geography county, borough, suburb, settlement, land use retail, industry/industrial, leisure, tourism, business motorway, employment, land border characteristic Ordnance Survey (map) size, evaluate | **4. Understand how people have affected the United Kingdom's landscape.**<br>**5. Describe and explain the sorts of industries in which people in the United Kingdom work.**<br>**6. Understand the different types of sustainable energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.**<br><br>**REACH/Outdoor Learning session**<br>**Geographical skill and Fieldwork:**<br>**To know that four-figure grid references can be used to identify locations and begin to use them.**<br>**To work out simple distances on maps and digital maps (e.g., aerial distance or along a straight road).** | examples listed on progression doc OS map Size Quantity Scale Four figure grid reference Coordinates | **3. Explore tourism in the Mediterranean region.**<br>**4. Investigate the landscape of Greece, its features and how it is used.**<br>**5. Investigate some of the main features of Athens.**<br>**6. Understand how everyday life in Athens compares with that in other places.**<br><br>**REACH/Outdoor Learning session**<br>**Geographical skill and Fieldwork:**<br>Consider a fieldwork project- Use Reach time to carry out fieldwork aspect of this unit.<br><br>**To know that four-figure grid references can be used to identify locations and begin to** | quantity scale (Introduce - will be developed throughout KS2) bar charts easting/northing eight compass points North-East/South-East/North-West/South-West (Introduce – will be developed in Year 4) distance primary and secondary data perspective purpose reliability evaluate |

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| | To create a simple sketch map e.g., of a short route followed, with symbols and a key AND<br>To begin to understand more complex keys (e.g., wider range of OS symbols, size of symbol for quantity).<br>To begin to use a wider range of maps (including OS maps) as well as atlases and digital mapping to locate counties. | | To begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence). | | use them. (Consolidation)<br>To work out simple distances on maps and digital maps. (Consolidation)<br>To begin to understand the use of scale on maps (Consolidation)<br>To identify map scales and annotate with text and labels.<br>To use bar charts and more complex tables.<br>To begin to understand the purpose/reliability of different image types.<br>To understand the eight compass points and begin to use them to follow routes.<br>To secure use of left/right from any perspective (e.g. with an upside-down map) and use eight compass points to describe routes. To present information using age-related tables, graphs and charts | |
| **Rapid Recap** | Name and locate Europe, England and Nympsfield/Stonehouse | Europe, England, Gloucester Gloucester, City Cities, towns, | Identify nearby regions, counties and major UK cities on a UK map. | *See Autumn vocabulary* | Describe the locations of regions of the UK. | *See Spring vocabulary* |

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| | Use photographs to recognise landmarks and basic human and physical features.<br><br>*Also, base recaps on the previous session* | villages Globe, map, photograph, aerial photo, plan perspective Landmarks Basic human and physical features – street, road, building, hill, plants etc. *All Year 3 vocab to also be built into recaps throughout the unit* | Identify the region which Gloucestershire belongs to.<br><br>Explain and identify the key human and physical geographical features within Gloucestershire. (E.g. Aerial image of Gloucestershire annotate what they can find)<br><br>Explain how land use has changed over time.<br><br>Give examples of economic activity in Gloucestershire | | Describe the locations of key features of the UK and make comparisons between regions.<br><br>Describe land use patterns.<br><br>Describe and compare different settlements.<br><br>Practise identifying locations through four-figure grid references.<br><br>Practise working out distances on digital maps (think about scale too). | |

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**Year 4 - Focus: global patterns and South America**

- **Locational knowledge** - Locate South America and major countries/cities. Understand latitude, climate zones, hemispheres.
- **Place knowledge** - Compare South America with UK region.
- **Human & physical** - Study climate zones, biomes, rivers and water cycle. Understand human impact (e.g., flooding).
- **Fieldwork & skills** - Use 4-figure grid references confidently. Measure distances accurately (including non-linear). Use contour lines and scale bars. Present data using graphs and maps.

**Environmental Impact & Sustainability Progression**

- **Understand climate change basics**
- **Explain impact on rivers and environments**
- **Introduce sustainability concept**

| | Autumn | | Spring | | Summer | |
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| **Year 4** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** |
| New Learning<br><br>Key: Geographical Skills and fieldwork | **Unit 1 – Crazy Climates**<br>Enquiry Question: How does climate affect life on earth?<br><br>1. **To identify the different lines of latitude and explain how latitude is linked to climate. To use the contents/index of an atlas.**<br>2. **Locate different climate zones and explore the** | N & S Hemispheres Lines of latitude including the Equator and the Tropics of Cancer & Capricorn compare contrast pattern effect impact physical geography human geography environment/environmental atmosphere climate (climate change) climate zones (polar, temperate tropical and desert, mountain and Mediterranean) biomes: rainforest, forest (deciduous and coniferous), grassland (savannah and temperate), desert (hot and polar), Mediterranean and tundra (Arctic and alpine) vegetation belt volcano lava magma | **Unit 2: South-West Study**<br>Enquiry Question: How does South America (Brazil) compare to Southwest England?<br><br>1. **To locate South America on a world map and identify a range of its physical and human features.**<br>2. **To locate the countries and capital cities** | Argentina, Brazil, Bolivia, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela.<br><br>Brasilia Cerro Aconcagua Lake Titicaca La Paz São Paulo Ushuaia<br><br>equatorial region manufacturing mining population trade | **Unit 3 – Rapid Rivers**<br>*Enquiry Question: Why are rivers so important?*<br><br>1. **To describe the water cycle, explain what a river is and locate the world's longest rivers on a map.**<br>2. **To describe how rivers are used around the world.**<br>3. **To identify the stages and features of a** | River Severn Cambrian Mountains (source) Young Severn Llanidloes Bristol Channel North Atlantic Ocean Other local rivers Wye, Avon, Parrett, Exe Other UK rivers Thames, Trent Wye, Tay, Clyde, Spay Tweed, Bann World rivers Nile, Amazon, Yangtze, Mississippi, Yenisei, Yellow, Volga compare contrast pattern effect |

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| | **differences between the Northern and Southern Hemispheres.**<br>3. **To compare temperate and tropical climates.**<br>4. **To explore weather patterns within a climate zone and *explain how human activity impacts climate***<br>5. **To write a weather forecast for a typical day in your choice of climate zone.**<br>6. **To identify the characteristics of each climate zone and *understand basic ideas of sustainability.***<br><br>**REACH/Outdoor Learning sessions** | peninsula strait contents/index (of atlas) scale-bars linear/non-linear oblique view purpose reliability discrete and continuous data evaluate cause and effect connection contrast trend | **of South America.**<br>3. **To compare key facts about Brazil with your country.**<br>4. **To use photographs and information texts to imagine what daily life in Rio might be like.**<br>5. **To identify how my life is linked to Rio and the South East of Brazil.**<br>6. **To identify the pros and cons of hosting the Olympic Games.**<br><br>**REACH/Outdoor Learning sessions**<br>**Geographical skill and Fieldwork:** | latitude longitude Northern Hemisphere Southern Hemisphere time zone Tropic of Capricorn Western Hemisphere<br><br>culture: how a group of people does things as part of their way of life manufacturing: making things, for example, in factories<br><br>recreation: enjoyable activities, such as swimming or listening to music<br><br>trade: exchanging goods or services, usually for money | **river, and the way that land use changes from the source to the mouth.**<br>4. **To recognise and explain how human activity affects rivers.**<br>5. **To recognise and explain how flooding affects communities.**<br>6. **To identify the key characteristics of one of the world's longest rivers.**<br>**REACH/Outdoor Learning sessions**<br>**Geographical skill and Fieldwork:**<br><br>**Consider a fieldwork project- Use Reach time to carry out fieldwork aspect of this unit.**<br><br>**To understand the purpose of contour lines on maps.** | impact physical geography human geography body of water tributary upper/middle/lower course erosion deposition water cycle source mouth riverbank river bed channel meander delta contour lines scale-bars four-figure grid references coordinates discrete and continuous data |

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| | **Geographical skill and Fieldwork:**<br>To draw a map (including symbols and key) from a description and compare to other maps<br>To use complex keys (e.g., making estimates based on size of symbols).<br>To use bar charts, time graphs and discrete and continuous data. | | To use four-figure grid references to identify and describe locations.<br>To use digital maps to accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc. | | To begin to draw to scale and understand and use scale-bars (link to integer correspondence).<br>To use scales to estimate distances e.g., along a road/river.<br>To use the eight points of a compass to follow and describe routes and identify locations.<br>To apply mathematical knowledge (e.g. length, distance, mass, capacity/volume, angles, area and scales).<br>To present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations. | |
| **Rapid Recap** | Use maps to locate and describe the climate zones, biomes, tropics, lines of latitude etc. | N & S Hemispheres Lines of latitude including the Equator and the Tropics of Cancer & Capricorn Climate zone | Define 'climate' and explain the impact.<br><br>Use varying maps to identify the climate zones, biomes, | *See Autumn vocabulary* | Locate the region of Spain and England studied.<br><br>Explain the human and physical similarities | *See Spring vocabulary* |

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| | 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)<br><br>What have they retained from Y3?<br><br>Key human and physical features and characteristics of climate zones, biomes etc.<br><br>*Also, base recaps on the previous session* | climate (Sub-tropical climate) Equator Temperature/climate/weather tropics Landscape Maps/atlas/globe<br>*All Year 4 vocab to also be built into recaps throughout the unit* | vegetation belts, latitude lines.<br><br>Use the contents/index to support the above.<br><br>Make comparisons between human and physical features of places identified in Autumn.<br><br>Practise using a more complex key. | | and differences between these regions.<br><br>Describe the economic activity of these regions.<br><br>Use four-figure grid references when discussing the features.<br><br>Practise measuring and annotating distances using digital mapping | |

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**Geography Skills Progression Document**

**Year 5 - Focus: continents, environmental issues and advanced mapping**

- **Locational knowledge** - Locate North and South America in detail. Understand global positioning (latitude/longitude, time zones).
- **Place knowledge** - Compare regions across continents (Europe vs Americas).
- **Human & physical** - Study biomes, rainforests, volcanoes. Understand environmental change (e.g., deforestation).
- **Fieldwork & skills** - Use a range of thematic and OS maps. Use scale accurately in drawing/maps. Begin using **6-figure grid references**. Interpret graphs and complex data.

**Environmental Impact & Sustainability Progression**

- **Study deforestation and environmental issues**
- **Understand sustainable vs unsustainable**
- **Explore long-term environmental impact**

| | Autumn | | Spring | | Summer | |
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| **Year 5** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** |
| New Learning<br><br>Key: Geographical Skills and fieldwork | **Unit 1 – Contrasting Continents: North America**<br>Enquiry Question: A contrasting continent – what is North America like?<br>1. **To locate North America on a world map and explore the landscape. Skills link: Identify the position and significance of lines of latitude, including the** | Canada, Costa Rica, Dominican Republic, Guatemala, Jamaica, Mexico, St Kitts and Nevis, St Lucia, USA.<br><br>The Caribbean Central America Denali Great Lakes Mississippi River North America<br><br>landscape location mountain range rural state urban<br><br>latitude longitude Northern Hemisphere north-east north-west | **Unit 2 – From Rio to the Rainforest**<br>*Enquiry Question: What do we know about life in the rainforest?*<br>1. **To recognise what a rainforest is and locate the world's rainforests on a map.**<br>2. **To recognise the different layers of life in a rainforest.**<br>3. **To recognise the features that** | The Amazon (South America), The Congo (Africa),The Gunung Leuser (Asia), St Lucia (North America)<br><br>Amazon River Democratic Republic of the Congo Lake Tanganyika Indonesia Manaus River Niger<br><br>biodiversity biome canopy deforestation emergent layer | **Unit 3 – Exploding Eruptions**<br>***Enquiry question:*** *how are volcanoes formed and what's the impact of them?*<br>1. **To find out about the structure of the Earth and label a diagram.**<br>2. **To describe what happens at the boundaries between the Earth's plates.** | active core damage aid ash cloud crust death evacuate central vent earthquake disaster recover crater mantle destruction relief dormant movement emergency warning erupt plate boundary long term extinct seismograph short term mudflow magma low natural hazard |

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| | **Equator and the Tropics of Cancer and Capricorn.**<br>2. **To identify countries within North America and states within the USA.**<br>3. **To explore the physical geography of the Rockies.**<br>4. **To describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.**<br>5. **To compare the landscapes of different US states.**<br>6. **To compare New York State, New York City and where I live.**<br><br>**REACH/Outdoor Learning sessions** | south-east south-west Western Hemisphere<br><br>human features: features of a place that are a result of human activity, such as shops, farms, homes and roads<br><br>landscape: what you can see when you look across an area of land<br><br>physical features: natural features of a place, such as mountains, rivers and seas state: an area of land with its own government. There are 50 states in the USA | **make up a rainforest.**<br>4. **To describe the key characteristics of the Congo.**<br>5. **To explain why deforestation is unsustainable and understand the impact of human activities on global environments.**<br>6. **To explain the importance of the Amazon Rainforest.**<br><br>**REACH/Outdoor Learning sessions**<br>**Geographical skill and Fieldwork:**<br>**To use linear and area measuring tools and start to use and contrast digital maps at different scales.**<br><br>**To complete and interpret tables (including timetables where appropriate) and line graphs** | forest floor understory<br><br>equatorial Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn<br><br>biodiversity: the number of different types of plants and animals found in a particular<br><br>environment biome: a community of plants and animals that is suited to a particular climate ecosystem: a community of plants and animals that affect each other and the area around them<br><br>rainforests: forests that are home to many different types of plants and animals. They are located close to the Equator in places with a tropical | 3. **To describe and explain the key features of a volcano.**<br>4. **To locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.**<br>5. **To report on the effects of a volcanic eruption. Extended writing opportunity: Write a report about a volcanic eruption.**<br>6. **To evaluate the advantages and disadvantages of living near a volcano.**<br><br>**REACH/Outdoor Learning sessions** | |

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| | **Geographical skill and Fieldwork:**<br>**To use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.**<br><br>**To draw to scale from given measurements/using observations and compare to other maps.** | | | climate, which is warm and wet all year round. | **Geographical skill and Fieldwork:**<br>**To compare and evaluate maps with different scales.**<br>**To begin to create own complex keys using mathematical concepts (e.g., size of symbol for quantity).**<br>**To begin to use six-figure grid references to identify and describe locations.** | |
| **Rapid Recap** | Locate the world's countries and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br><br>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 | their environmental regions, key physical and human characteristics, countries, and major cities. 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). - | Practise identifying and describing latitude lines (inc prime meridian), positions of time zones, countries, regions and cities of N + S America. (Using a wide range of maps inc thematic maps).<br><br>To name and compare the human and physical features of N+S America (inc their regions) identifying similarities, differences and links.<br><br>Describe the impact of climate zones and biomes | *See Autumn vocabulary* | Practise locating Rio, countries and other regions studied (Americas).<br><br>Describe the human and physical geographical features of South America and compare to other regions studied within the Americas.<br><br>Describe the economic activity, land use and distribution of natural resources within the location studied. | *See Spring vocabulary* |

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| | Meridian and time zones (including day and night).<br><br>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America.<br><br>Identify physical geography, including: climate zones, biomes and vegetation belts.<br><br>Identify human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America. - Identify physical geography, including: climate zones, biomes and vegetation belts. - Identify human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. *Also, base recaps on the previous session* Continents, Countries of the world, major cities Key physical and human | on the geography of the Americas.<br><br>Practise drawing from scale given measurements/using observations and compare. | | Describe the current impact over time of key environmental issues in South America and regions studied – can you predict future impact also? | |

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| | *Also, base recaps on the previous session* | characteristics/features Latitude Longitude equator, hemispheres tropics circles prime and Greenwich meridian climate zones biomes vegetation belts Settlement land use economic activity trade links distribution natural resources energy food minerals water atlas digital mapping<br><br>*All Year 5 vocab to also be built into recaps throughout the unit* | | | | |

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**Geography Skills Progression Document**

**Year 6 - Focus: global interconnections, enquiry and evaluation**

- **Locational knowledge** - Locate global features (mountains, earthquakes, cities).
- **Place knowledge** - Compare local area (Stroud) with global locations.
- **Human & physical** - Understand tectonics, mountains, earthquakes. Analyse economic activity, sustainability and change over time.
- **Fieldwork & skills** - Use advanced mapping (thematic/distribution maps). Use 6-figure grid references confidently. Draw maps to scale and create complex keys. Interpret and present data (graphs, averages). Evaluate sources and recognise bias in maps/data.

**Environmental Impact & Sustainability Progression**

- **Evaluate climate change and resource use**
- **Understand renewable vs non-renewable energy**
- **Suggest sustainable solutions**

| | Autumn | | Spring | | Summer | |
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| **Year 6** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** | **Learning intentions** | **Vocabulary** |
| New Learning<br><br>Key: Geographical Skills and fieldwork | **Unit 1 – Breaking news: Sensational Stroud**<br>*Enquiry Question: How has the town of Stroud has changed and how might it change in the future?*<br><br>**1.To locate the town of Stroud on a range of maps of various scales and perspectives and use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate places.** | Stroud + other major market towns/villages of Gloucestershire Settlement bias subjective/subjectivity interconnection interaction dynamic production/distribution/consumption of natural resources import/export sustainability climate change demographic sphere of influence (Introduce) infrastructure renewable/non-renewable energy desertification globalisation | **Unit 2 – On Top of the World** *Enquiry Question: How are mountains formed?*<br><br>1. **Describe what a mountain is and locate the world's 'Seven Summits' on a map.**<br>2. **Describe the key features of mountains and how they are formed.**<br>3. **Describe the climate of the mountains and** | Mountains Highest peaks on each continent: Mount Everest, Aconcagua, Denali, Kilimanjaro, Vinson, Mont Blanc, Elbrus, Pundak Jaya, Mount Kosciuszko + UK mountain ranges + examples of fold, dome, and fault-block mountains/mountain ranges bias subjective/subjectivity interaction dynamic sedimentary/igneous/metamorphic rock alpine types of mountains: fold, | **Unit 3 – Smash, Shake, Splash!**<br>*Enquiry Question: How do earthquakes affect life in Mexico?*<br><br>**1.To identify the location of Mexico and its major cities on a range of maps.**<br>**2.To investigate and compare the locations of major earthquakes within Mexico and around the world and understand how these link to the location of the** | Mexico/ Earthquakes Mexico City + other major cities (by population), rivers, mountains (including volcanoes) and location of major earthquakes. Ring of Fire + other volcanoes/earthquakes in each continent. bias subjective/subjectivity interconnection interaction dynamic crust mantle core plate tectonic vent crater dormant extinct geothermal earthquake fault line epicentre landslide avalanche |

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| | **2. To explain the links between the human and physical geography of the place studied *(Scandinavian Viking village Y5-History unit not from Geography).* To make a range of comparisons between the town of Stroud and other locations studied.**<br><br>**3. To identify how the physical and human geographical features of a local village has an impact on economic activity and suggest ways in which the local economy/services could be improved.**<br><br>**4. To describe some of the effects of economic activity and distribution of sustainable natural resources on the people who live in the place studied. Stroud In The Cotswolds Named Best Place To Live In 2021 (countryliving.com)**<br><br>**5. To describe, compare and evaluate the land use in Stroud over time.** | distribution maps prejudice Peters Projection 16-point compass rose compass quadrant bearings e.g., 103° = S 77° E perception bias tertiary source/data | **explain how people use mountain environments and the impact this has. Extended writing opportunity: Write a diary entry about living near a mountain.**<br>**4. Explore and locate the UK's highest mountains.**<br>**5. To describe, compare and evaluate some of the effects/impacts of mountains on the human geography of the locations studied.**<br>**6. Base camp Everest fieldwork – To observe, collect, analyse, measure, evaluate during** | dome, and fault-block consumption of natural resources sustainability climate change demographic distribution/thematic maps prejudice Peters Projection metric/imperial equivalents radius diameter circumference perception bias tertiary source/data | **world's tectonic plates.**<br>**3. To locate where famous earthquakes have occurred and write a report. (lesson 4)**<br>**4. To identify the effects of earthquakes on land and people (lesson 6) and evaluate how natural disasters affect communities and environments over time**<br>**5. To identify the help people need after an earthquake (lesson 7)**<br>**6. To identify how to prepare for an earthquake**<br><br>**REACH/Outdoor Learning sessions**<br>**Geographical skill and Fieldwork:**<br>To interpret and construct pie charts and line graphs based on data and calculate and | Richter Scale tsunami aftershock tremor production/distribution/consumption of natural resources import/export sustainability climate change demographic renewable/non-renewable energy distribution/thematic maps pie charts mean radius diameter circumference perception bias tertiary source/data |

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| | landscape_assessment.pdf (stroud.gov.uk)<br>Microsoft Word - IHCA_overview_oct08.doc (stroud.gov.uk)<br><br>**6. To suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources. To suggest realistic ways to improve sustainability in the local area.**<br>Eco Park | WE ARE FGR<br><br>REACH/Outdoor Learning sessions<br>**Geographical skill and Fieldwork:**<br>To design/draw distribution/thematic maps.<br><br>Residential - To explain how types of maps give different perspectives/show prejudice.<br>To use six figure grid references to identify and describe locations. (This could involve a mini challenge of seeing who could identify all the places | | **a virtual field trip.** | | interpret the mean as an average.<br><br>To use linear and area measuring tools when digital mapping confidently to illustrate ideas and make appropriate selections from maps to inform research.<br><br>To create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy.<br><br>To create own complex keys using mathematical concepts (e.g. size of symbol for quantity, using metric/imperial equivalents). | |

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| | found at the grid reference- these places could be key areas/place in and around the surrounding area-paired or grouped) | | | | | |
| **Rapid recall** | I can name locate cities of the United Kingdom. (linked to Vikings)<br><br>I can name and locate counties of the United Kingdom.<br><br>I can understand the human and physical similarities and differences between the United Kingdom<br><br>I can use four -figure grid references (Viking village)<br><br>I can use symbols and a key (Viking village – link to Ordnance Survey maps)<br><br>I can use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.<br><br>*Also, base recaps on the previous session* | UK, major cities, all other cities Counties of UK Human and physical similarities differences of the UK – think about complexity of examples. Settlement land use economic activity trade links distribution natural resources energy food minerals water Sustainability Grid references – four figures Maps, atlas, globes, digital mapping<br><br>*All Year 6 vocab to also be built into recaps throughout the unit* | Locate village settlements on a range of maps.<br><br>Identify village settlements using six figure grid references.<br><br>Explain how maps show different perspectives.<br><br>Read complex key on a sketch map (each other's examples from last term).<br><br>Make links between the human and physical features of the village of Hartpury and other locations studied.<br><br>Explain how these features impact the economy and the people and how they could in the future based on improvements. | *See Autumn vocabulary* | Locate and compare world-wide mountain ranges using a range of maps.<br><br>Read distribution maps (and add to based on prediction).<br><br>Describe the key features and processes involved in mountain formation.<br><br>Explain how human and physical features and processes interact over time and cause change (use a mountain range study to discuss).<br><br>Suggest how the geography of a place may change in the future. | *See Autumn vocabulary* |

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| | | | Use a range of maps to evaluate land use over time. | | Discuss the impact and effect on places and people (use case study).<br><br>Compare and select images for purpose (evidence/reliability). | |