GEOGRAPHICAL SKILLS AND KNOWLEDGE PROGRESSION BUSBRIDGE JUNIOR SCHOOL

CONCEPTS	Locational and Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork	Topics / Units
Year 3	* Use maps and a globe to identify the continents and oceans (and some countries) and understand that both a map and a globe represent the same thing * Locate the continents on a map * Study pictures / videos of two differing localities , one in the UK and one in contrasting countries / islands and ask geographical questions * Be able to identify the 4 countries and label the capital cities of the UK * Study maps of South America * Use the language of N,S,E and W *Identify trade links around the world e.g. foods from Brazil	* Use maps and globes, identify the coldest places in the world – The North and South pole / also the Equator * Use basic geographical vocab to refer to key physical features including: beach, coast, sea, river, forest * Use basic geographical vocab to refer to key human features, including : port, town, village, shop * To know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of the people living there * To learn about the different stages of the water cycle *Discuss the 4 seasons that we have in the UK *Discuss and debate fair trade	* Be able to make simple maps and plans of familiar locations * Be able to use maps at a variety of scales to locate islands, position and geographical features of a particular locality * Be able to use appropriate geographical vocabulary (e.g. climate, condensation and evaporation) * Be able to use maps in a variety of scales to locate position and geographical features of particular localities * Be able to use secondary sources to obtain geographical information (e.g. aerial photographs) * Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features.	Water Non-European study - Americas Brazil

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Year 4	* Using maps to locate and record continents and oceans * Use the language of N,S,E and W * Identify the different climate zones * Identify biomes / vegetation belts * Understand how places fit into a wider geographical context *Use maps to locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles * Use maps to identify the Equator, longitude and latitude, Northern hemisphere and Southern Hemisphere * Raise questions about the different hemispheres and make predictions on how they think life will be different in the 2 hemispheres	* To know how the nature of particular localities affect the lives of people * To know about the weather and climatic conditions and how they affect the environment and the lives of the people living there * Be able to express views on the features of an environment and the way that it is being harmed or improved. * Know how particular localities have been affected by human activities *Temperate climate zones – how they are used to produce food	*Be able to use geographical terms * Be able to make simple maps and plans of familiar locations * Be able to use maps at a variety of scales to locate places, position and geographical features of a particular locality. * Be able to use secondary sources to obtain geographical information * use of 2D and 3D views of online maps (Google Earth / Google Maps) * Be able to ask and answer questions about geographical and environmental features * Present findings in different ways e.g. reports, graphs, sketches, diagrams, pictures * Be able to make plans and maps in a variety of scales using symbols and keys * Use of co-ordinates and introduction to the terms ‘eastings’ and ‘northings’. *Use 4 figure grid references	Improving the Local Environment Weather and Climate

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Year 5	* Use and interpret globes and maps in a variety of scales / grid references (locate position and geographical features of country, town and others where they have lived or their families have lived) * Select the most appropriate map for different purposes * Explain how places are linked through the movement of goods and people (e.g. interdependence of Greek islands) * Locate the origins of different world foods * * Locate places in the world where volcanoes and earthquakes occur and link this to tectonic plate location	Know how particular localities have been affected by natural features and processes (e.g.tectonic plate movement) * Describe and understand key aspects of physical geography including volcanoes and earthquakes * Match the landmarks to the country and make suggestions as to how landmarks affect a country (e.g. tourism in Greece) * Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts * Discuss how volcanoes and earthquakes affect human life e.g. settlements and spatial variation * Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption and earthquakes	*Be able to collect and record evidence/ data (e.g. designing questionnaires) * Communicate information in a variety of ways * Be able to identify geographical patterns and use their knowledge to explain them * Be able to use appropriate geographical vocabulary to describe and interpret their surroundings (e.g. scale, key, contour lines) * learn about seismographs and the Richter Scale	Natural Disasters : Earthquakes and volcanoes. Learning about the Earth is formed, what causes earthquakes and volcanoes and how earthquakes can be measured Greece

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Year 6	Name and locate capital cities around the world –compare topography of capital cities * Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/ rivers, transport links * Find locations and use coordinates, keys and contour lines to explain elevation * Be able to use and interpret globes and maps (including linear maps) in a variety of scales (compare and evaluate usefulness) * Locate the major geographical features in the UK * Know about the geography of the area around the school * Locate and know more about geographical regions of the world and their identifying physical and human characteristics including cities and detail of the key topographical features including names of hills , mountains, rivers, deltas, coasts *Recap on Equator / Tropics/ Arctic/ Antarctic and Prime Meridian	* Know the main physical and human features and environmental issues in particular localities * Know about similarities and differences between particular localities * Know how the features of particular localities (e.g. rivers) influence the nature of human activities within them e.g. location of settlements To learn about the different stages of a river. * Learn about the impact of flooding and flood defences * Describe and understand key aspects of physical geography including rivers and mountains * To be able to explain how physical and human processes lead to similarities and differences between places.	* Be able to collect and record evidence to answer geographical questions e.g. visit a river, locate and explain the features make field notes/ sketches/ photographs about land features and evidence of past river use *Be able to identify geographical patterns and to use their knowledge and understanding to explain them * Be able to use instruments to make measurements e.g. speed of the river flow and investigate whether it is the same on the inside and outside of bends , rain gauge etc. * Present information in a clear and appropriate way e.g. labelled diagrams of river shapes, sketches of cloud types, 3D river models, power points, data using keys (e.g. comparing weather / climate and geographical information for different countries) * To be able to make plans and maps in a variety of scales (e.g. use of colourcoded keys and geographical symbols)	Godalming Rivers Mountains

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	* use 4 and 6 figure grid references on Ordinance Survey maps			