

**Geography Knowledge and Skills Progression Map (Cycle B) – St Mary’s Primary School**

Class 3 Year 3/4			
	Autumn 1	Spring 1	Summer 1
Focus	Local Geography (Preston)	World Geography (Mexico/South America)	Local Geography (Water Cycle)
Topic	Where are we?	Mexican Madness	Turn That Tap Off!
National Curriculum	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</li> </ul>

	<p>natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p>natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
Concepts	<p>Environments Settlements and Land Use <b>Space Place Earth Systems Environment</b></p>	<p>Populations and Migration Raw Materials, Goods and Trade Environments <b>Space Place Earth Systems Environment</b></p>	<p>Landforms <b>Space Place Environment</b></p>
Key Vocabulary	<p>continent, ocean, sea, world, map, continent names, ocean names, atlas counties, county, Lancashire, Yorkshire, city/cities, town/village compass, point/s, North, East, South, West, North East, North West, South East, South West Ordnance Survey, OS map, names of OS symbols, aerial view, land, symbols, use co-ordinates, along the corridor and up the stairs, grid reference human features, physical features, natural, man-made, sort/sorting, identify, land, area view, bird's eye, above, looking down, likes, dislikes route, map, directions, instructions, home letter, address, street, town, county, postcode distance, duration, time/time taken, miles, journey</p>	<p>Similarities, differences, changes, past, present, future, names of the 7 continents, names of the 5 oceans, countries, capital cities, fieldwork, sketch, area, Ordnance Survey map, OS map, key, symbols Physical features and their names, Human features and their names, compass, grid reference, Scales, latitude, longitude, Hemisphere, Tropics</p>	<p>Similarities, differences, changes, past, present, future, names of the 7 continents, names of the 5 oceans, countries, capital cities, changes, fieldwork, sketch, area, Ordnance Survey map, OS map, key, symbols, Lake District, National Park/s, Physical features and their names, Human features and their names, compass, grid reference, scales, fieldwork, orienteering,</p>

Prior Knowledge (previous year groups)	Year 1- Hot and Cold Places – continents, oceans, countries on/near the equator, human and physical geography Year 1- Down in the Jungle - continents, oceans, countries on/near the equator, habitats (similarities and differences), human and physical geography Year 1- Down by the Cool of the Pool - human and physical geography Year 2- Seasonal Changes – seasons, local area, weather patterns Year 2- African Explorers – continents, oceans, hot places, equator, human and physical geography Year 2- Ramblers – local area, human and physical geography, comparing local area and another UK area to compare and contrast		
Key Knowledge	Location and names of oceans and continents- supported with word banks Location of equator Locate accurately UK on a world map Names of 8 point compass points Recognise common OS map symbols Identify common human and physical geography features	Location and names of oceans and continents- blank map, shapes of continents (Mexico/South America focus) Location of equator and tropic lines Locate accurately UK on a world map Identify common countries within South America Identify import/export/trades of Mexico	States of matter- solid, liquid and gas and how to move from one state to another Explanation of the steps in the water cycle Understanding the importance of water, how to collect it, clean it and distribute it Risks of floods and the impact of this on homes/society; including ways to limit flooding in areas Identifying key rivers in the UK and their location (UK and World)
Fieldwork Opportunities	Use atlas/globe/maps to locate countries (UK) Compass work- grid references Identify human and physical features	Use atlas/maps to locate countries (Mexico/South America)	Use atlas/globe/maps to locate rivers (UK)
Key Skills	Use an atlas accurately and efficiently Create and follow directions Use simple and complex grid references Identify human and physical features	Use an atlas accurately and efficiently Researching Mexican imports/exports Understand the terms ‘longitude’, ‘latitude’, ‘meridian’, ‘time zones’ Understand the similarities and differences between Mexico and UK Identify and recall facts about climates in Mexico; contrast to UK	Use an atlas accurately and efficiently Use the contents/index of an atlas
Sequence of lessons	<ol style="list-style-type: none"> <li>1. Locate local city (Preston) and county (Lancashire) using an atlas/map on a UK map; including identifying surrounding counties/cities</li> <li>2. Use compass and OS maps- 4 and 6 figure grid references to locate specific places known to the class/children</li> <li>3. Create versions of maps for Preston/Lancashire</li> <li>4. Identify human and physical geography features within the area/county</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate oceans and continents on a world map, including identifying tropics and equator</li> <li>2. Fact finding research about Mexico</li> <li>3. Research import/export of Mexico and UK- create graph to show quantities</li> <li>4. Research physical and human features of Mexico and contrast to UK</li> <li>5. Research and create an information poster about the Mayan Civilisation</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand states of matter and how to move from one state to another</li> <li>2. The Water Cycle and the steps involved in this</li> <li>3. Understand how clouds and rain is formed (experiment)</li> <li>4. Understand how water is treated (experiment)</li> <li>5. Understand how floods occur and the impact on people</li> </ol>

	<p>5. Compare and contrast Preston from the past and present</p> <p>6. Research the history of Preston</p>	<p>6. Research and create an information poster about the Aztec Civilisation</p>	<p>6. Understand what water pollution is and how to reduce it</p>
<p>End of unit goal/s.</p> <p>Suggested Assessment Task</p>	<p>Information leaflet of the city (Preston), including the changes and uses of the land</p> <p>Different versions of maps of the city (Preston) (sketch, aerial view, OS map)</p>	<p>Information leaflet about Mexico</p> <p>Persuasive letter/leaflet about visiting Mexico</p>	<p>Create a poster to help reduce water pollution</p> <p>Raise funds to send to a Water Charity</p> <p>Write a persuasive letter to the PM about reducing water pollution</p>
<p>Suggestions for Greater Depth Learning</p>	<p>Further research of local area- feed information back to class</p> <p>Visit local monuments/museums</p> <p>Create a detailed information text of the local area- to be used in the school library</p> <p>Questioning local experts from the area</p>	<p>Further research and presentation of a different/contrasting South American Country</p> <p>Research historic/current Mexican beliefs</p>	<p>Research rivers around the world</p> <p>Research additional charities and their work</p>
<p>Enrichment Opportunities</p>	<p>Visit within the local area</p> <p>Forest School Day</p> <p>Orienteering session</p>	<p>Mexican food tasting/fiesta</p> <p>Zoom call from a holiday rep to promote a holiday</p>	<p>Recycling Day in the community</p> <p>Fundraising day</p> <p>Set up recycling in school</p>
<p>Links to Future Learning</p>	<p>Year 5- Lost! – comparing with a contrasting region in Europe</p> <p>Year 5- Please Sir, Can I have Some More? – Fair Trade</p> <p>Year 6- War of the Worlds – location of cities within the UK, human and physical geography</p> <p>Year 6- Fair is Fair – Fair Trade around the world</p> <p>Year 6- Oh Romeo, Romeo... - mapping and fieldwork in the local area</p> <p>Year 6- A Stitch in Time – fieldwork of seaside towns and cities within the UK</p>		