

### Geography Knowledge and Skills Progression Map (Cycle A) – St Mary's Primary School

| Class 3 Year 3/4    |   |   |  |
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|                     | Autumn 1  | Spring 2  | Summer 2   |
| Focus               | Local Geography (Lea Town)  | World Geography (Europe)  | Local Geography (Lake District)  |
| Topic               | Where in the World?   | Globe Trotters  | Hide and Seek  |
| BIG Question        | How can we show how Preston has changed over time?  | Is Europe the same or different to Europe?  | How is the Lake District similar or different to Europe?   |
| National Curriculum | <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><br/>describe and understand key aspects of:</p> | <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> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <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 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> </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><br/>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</li> </ul> |

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|                | <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 natural resources including energy, food, minerals and water</li> </ul> <b>Geographical skills and fieldwork</b> <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> |   | including trade links, and the distribution of natural resources including energy, food, minerals and water<br><b>Geographical skills and fieldwork</b> <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       | Environments<br><b>Space Place Environment</b>  | Populations and Migration<br><b>Space Place</b>   | Landforms<br><b>Environment</b>  |
| Key Vocabulary | 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,   | Maps, atlas, continents (and their names), oceans (and their names) equator Country, capital, flag, Europe, European, continent/s, oceans, city Human features, physical features, names of H&P features, virtual, locations, names of capital cities, countries, oceans and continents Landmarks, human, physical, country, city Country names, cities, map, atlas, information, leaflet, brochure, facts, destination/s | 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,  |

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|   | county, postcode distance, duration, time/time taken, miles, journey  |  |   |
| Prior Knowledge<br>(previous year groups) | Year 1- Hot and Cold Places – continents, oceans, countries on/near the equator, human and physical geography<br>Year 1- Down in the Jungle - continents, oceans, countries on/near the equator, habitats (similarities and differences), human and physical geography<br>Year 1- Down by the Cool of the Pool - human and physical geography<br>Year 2- Seasonal Changes – seasons, local area, weather patterns<br>Year 2- African Explorers – continents, oceans, hot places, equator, human and physical geography<br>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<br>Location of equator<br>Locate accurately UK on a world map<br>Names of 8 point compass points<br>Recognise common OS map symbols<br>Identify common human and physical geography features   | Location and names of oceans and continents- blank map, shapes of continents (Europe focus)<br>Location of equator and tropic lines<br>Locate accurately UK/Europe on a world map<br>Identify common countries within Europe<br>Identify European countries by their flag  | Identify lakes and rivers in the Lake District<br>Identify how an area has changed over time<br>Identify physical features within a contrasting area (Lake District)- name key physical features i.e. lakes, rivers etc.<br>Understand how a grid reference can help them if they are lost<br>Read and locate a grid reference on a map   |
| Fieldwork Opportunities                   | Use atlas/globe/maps to locate countries (UK)<br>Compass work- grid references<br>Identify human and physical features  | Use atlas/maps to locate countries (Europe)  | Grid references/compass work  |
| Key Skills                                | Use an atlas accurately and efficiently<br>Create and follow directions<br>Use simple grid references<br>Identify human and physical features   | Use an atlas accurately and efficiently<br>Identify European countries and their capitals using an atlas<br>Researching European cities  | Understand what fieldwork is and why it is important<br>Understand how to use a compass<br>Understand and take part in teamwork sessions (orienteering)   |
| Sequence of lessons                       | 1. Locate local area (Lea Town) using an atlas/map on a UK map (including aerial photographs)<br>2. Use compass and OS maps- grid references<br>3. Create versions of maps for local area (Lea Town)<br>4. Identify human and physical geography features<br>5. Create a simple OS map with symbols- human and physical features<br>6. Identify and understand distances between different places<br>7. Research the history of the local area (Lea Town)- Data collection task also  | 1. Locate oceans and continents on a world map<br>2. Locate and identify European countries and mark them on a map<br>3. Identify human and physical features within European cities- OS map<br>4. Identify landmarks with the UK and Europe- locate using maps/atlas<br>5. Research a town/city from Europe<br>6. Create a holiday brochure | 1. Locate 2 contrasting locations using an atlas/map (Lea Town and Lake District)<br>2. Identify similarities and differences between maps from the past and present<br>3. Identify human and physical features of the contrasting area<br>4. Identify symbols on an OS map and how the same area can be represented using different map types<br>5. Complete grid reference tasks using grid references<br>6. Orienteering session |

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| End of unit goal/s.<br>Suggested Assessment Task  | Information leaflet of the local area (Lea Town)<br>Different versions of maps of the local area (Lea Town) (sketch, aerial view, OS map)<br>Data handling task  | Information leaflet/holiday brochure for a European city   | Create an accurate map of the local area using OS symbols (Lake District)<br>Design and implement own orienteering session in groups   |
| Suggestions for Greater Depth Learning  | Further research of local area- feed information back to class<br>Visit local monuments/museums<br>Create a detailed information text of the local area- to be used in the school library<br>Questioning local experts from the area   | Further research and presentation of a different/contrasting European city<br>Information leaflet about a specific European country- feedback to class   | Research maps from the past and present and identify similarities and differences between them<br>Research the local area, how it has changed over time and what it was like in the past- feedback to class  |
| Support for children with SEND<br>*This is dependent upon additional need of the child* | Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops<br>Teacher/Teaching Assistant group work<br>Adult to scribe ideas for child<br>Additional processing time<br>Over-Learning (repetition)<br>Peer support- partner to support with writing/scribing/developing ideas<br>Word bank available<br>Talking Tin/iPad available to record ideas<br>Pre-teach vocabulary<br>Coloured Overlays/resources on coloured paper<br>Larger fonts of text<br>Limited amount of text on pages<br>Knowledge Organisers (also to be sent home)<br>Mind maps/ Knowledge Trees<br>Reduced amount of written work<br>Working Wall prompts<br>Sentence openers/sentence stems- scaffolded sentence writing from peer/adult<br>Brain-breaks when necessary | Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops<br>Teacher/Teaching Assistant group work<br>Adult to scribe ideas for child<br>Additional processing time<br>Over-Learning (repetition)<br>Peer support- partner to support with writing/scribing/developing ideas<br>Word bank available<br>Talking Tin/iPad available to record ideas<br>Pre-teach vocabulary<br>Coloured Overlays/resources on coloured paper<br>Larger fonts of text<br>Limited amount of text on pages<br>Knowledge Organisers (also to be sent home)<br>Mind maps/ Knowledge Trees<br>Reduced amount of written work<br>Working Wall prompts<br>Sentence openers/sentence stems- scaffolded sentence writing from peer/adult<br>Brain-breaks when necessary | Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops<br>Teacher/Teaching Assistant group work<br>Adult to scribe ideas for child<br>Additional processing time<br>Over-Learning (repetition)<br>Peer support- partner to support with writing/scribing/developing ideas<br>Word bank available<br>Talking Tin/iPad available to record ideas<br>Pre-teach vocabulary<br>Coloured Overlays/resources on coloured paper<br>Larger fonts of text<br>Limited amount of text on pages<br>Knowledge Organisers (also to be sent home)<br>Mind maps/ Knowledge Trees<br>Reduced amount of written work<br>Working Wall prompts<br>Sentence openers/sentence stems- scaffolded sentence writing from peer/adult<br>Brain-breaks when necessary |
| Enrichment Opportunities  | Visit within the local area<br>Visit to Woodhenge (Bleasdale)<br>Forest School Day<br>Orienteering session   | Visit from a person from a European country<br>Zoom call from a holiday rep to promote a European city   | Orienteering session/s<br>Forest school session/s<br>Outdoor Day   |
| Links to Future Learning  | Year 5- Lost! – comparing with a contrasting region in Europe<br>Year 5- Please Sir, Can I have Some More? – Fair Trade  |  |  |

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|  | <div>Year 6- War of the Worlds – location of cities within the UK, human and physical geography</div> <div>Year 6- Fair is Fair – Fair Trade around the world</div> <div>Year 6- Oh Romeo, Romeo... - mapping and fieldwork in the local area</div> <div>Year 6- A Stitch in Time – fieldwork of seaside towns and cities within the UK</div> |
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