

## 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 (The Americas: Mexico)	Local Geography (Water Cycle)
Topic	Where are we?	Mexican Madness	Turn That Tap Off!
BIG Question	Are settlements the same all around the world?	How amazing are the Americas?	How does a river change along its course?
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> </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> 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>	<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</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> <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>	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <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> <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>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <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	<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, settlement, hamlet, village, town, city, megacity</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, climate, rainfall, temperature, biomes, time zone/s, minerals, import, export, energy</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	Understand the term ‘settlement’ Understand the different types of settlements Understand the term ‘climate zone’ Understand the term ‘biomes’	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- minerals, energy, food, water Understand the terms ‘longitude’, ‘latitude’, ‘meridian’, ‘time zones’, ‘tropics’ Understand the similarities and differences between Americas and UK Identify and recall facts about climates/biomes in Mexico; contrast to UK	Use an atlas accurately and efficiently Use the contents/index of an atlas
Sequence of lessons	1. Understand the different types of settlements and their locations 2. Understand how land is used within areas and how this links with climates/biomes 3. Locate and identify local area on a map and create versions of maps for Preston/Lancashire 4. Identify human and physical geography features within the area/county	1. Locate oceans and continents on a world map, including identifying tropics, equator and time zones 2. Identify the countries that make up The Americas 3. Identify human and physical features in The Americas; including mountains, lakes and land use	1. Understand states of matter and how to move from one state to another 2. The Water Cycle and the steps involved in this 3. Understand how clouds and rain is formed (experiment) 4. Understand how water is treated (experiment) 5. Understand how floods occur and the impact on people

	<p>5. Compare and contrast Preston from the past and present</p> <p>6. Research the history of Preston</p>	<p>4. Research import/export of Mexico and UK (minerals, energy, food, water)- create graph to show quantities</p> <p>5. Identify climates and biomes in The Americas and compare to UK</p> <p>6. Research and create an information poster about the Mayan/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>Support for children with SEND</p> <p>*This is dependent upon additional need of the child*</p>	<p>Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops</p> <p>Teacher/Teaching Assistant group work</p> <p>Adult to scribe ideas for child</p> <p>Additional processing time</p> <p>Over-Learning (repetition)</p> <p>Peer support- partner to support with writing/scribing/developing ideas</p> <p>Word bank available</p> <p>Talking Tin/iPad available to record ideas</p> <p>Pre-teach vocabulary</p> <p>Coloured Overlays/resources on coloured paper</p> <p>Larger fonts of text</p> <p>Limited amount of text on pages</p> <p>Knowledge Organisers (also to be sent home)</p> <p>Mind maps/ Knowledge Trees</p> <p>Reduced amount of written work</p> <p>Working Wall prompts</p> <p>Sentence openers/sentence stems- scaffolded sentence writing from peer/adult</p>	<p>Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops</p> <p>Teacher/Teaching Assistant group work</p> <p>Adult to scribe ideas for child</p> <p>Additional processing time</p> <p>Over-Learning (repetition)</p> <p>Peer support- partner to support with writing/scribing/developing ideas</p> <p>Word bank available</p> <p>Talking Tin/iPad available to record ideas</p> <p>Pre-teach vocabulary</p> <p>Coloured Overlays/resources on coloured paper</p> <p>Larger fonts of text</p> <p>Limited amount of text on pages</p> <p>Knowledge Organisers (also to be sent home)</p> <p>Mind maps/ Knowledge Trees</p> <p>Reduced amount of written work</p> <p>Working Wall prompts</p> <p>Sentence openers/sentence stems- scaffolded sentence writing from peer/adult</p>	<p>Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops</p> <p>Teacher/Teaching Assistant group work</p> <p>Adult to scribe ideas for child</p> <p>Additional processing time</p> <p>Over-Learning (repetition)</p> <p>Peer support- partner to support with writing/scribing/developing ideas</p> <p>Word bank available</p> <p>Talking Tin/iPad available to record ideas</p> <p>Pre-teach vocabulary</p> <p>Coloured Overlays/resources on coloured paper</p> <p>Larger fonts of text</p> <p>Limited amount of text on pages</p> <p>Knowledge Organisers (also to be sent home)</p> <p>Mind maps/ Knowledge Trees</p> <p>Reduced amount of written work</p> <p>Working Wall prompts</p> <p>Sentence openers/sentence stems- scaffolded sentence writing from peer/adult</p>

	Brain-breaks when necessary	Brain-breaks when necessary	Brain-breaks when necessary
Enrichment Opportunities	Visit within the local area Forest School Day Orienteering session	Mexican food tasting/fiesta Zoom call from a holiday rep to promote a holiday	Recycling Day in the community Fundraising day Set up recycling in school
Links to Future Learning	Year 5- Lost! – comparing with a contrasting region in Europe Year 5- Please Sir, Can I have Some More? – Fair Trade Year 6- War of the Worlds – location of cities within the UK, human and physical geography Year 6- Fair is Fair – Fair Trade around the world Year 6- Oh Romeo, Romeo... - mapping and fieldwork in the local area Year 6- A Stitch in Time – fieldwork of seaside towns and cities within the UK		