Curriculum Skills and Progression Map
Geography

Nebula
where stars are born

The Nebula Federation

Old Catton Junior School

Here at Old Catton Junior School Geography is taught on a 2 year rolling programme. It is split alongside History under the banner of Humanities. For one half term we study Geography and then the next half term History.

Please see appendix 1 and 2 for the long term plan for all year groups for Geography: 'Entitled subject overview'

During each unit children will be asked a 'deeper learning question'. This is to deepen the students learning and to get them to delve deeper and to question a concept or idea. The year 3 and 4 examples can be found in the 'greater depth' area of this document. Year 5 and 6 are attached as appendix 3

We use a variety of key vocabulary this can be found in appendix 4 under 'subject knowledge mat'.

School 'fields trips' will vary from year to year and have recently included Sutton Hoo

An example of our assessment grid can be found in appendix 5

We are very keen to promote cross curricular opportunities, you will find some suggested recommended writing opportunities listed in appendix 6.

Lots of units are taught using elements of 'the creative curriculum' including methods such as mantle of the expert which aim to immerse the students in drama as part of a project brief. The creative curriculum is a ''comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills''.

Geography - Age Related Statutory Coverage	
Key Stage One Learning N/A	**Key Stage Two**
	Locational knowledge Locate the world's countries Year 1 Countries of the world unit yr 3/4 Autumn, using maps to focus on Europe and North and South America Year 1 South America unit yr 5/6 Spring, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the UK Year 1 The United Kingdom unit yr 5/6 Autumn, geographical regions and 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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones

	Place knowledge Understand geographical similarities and differences Year 2 Scandanavia Vs United Kingdom unit yr 5/6 Autumn through the study of human and physical geography of a region of the United Kingdom, a region in a European country Year 1 Our European Neighbours unit yr 3/4 Summer, and a region within North or South America
	Human and physical geography Describe and understand key aspects of: • Physical geography: climate zones, biomes and vegetation belts, • rivers, mountains, volcanoes Year 2 'Volcanoes' year 3/4 Autumn and earthquakes, and the water cycle • Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** Use range of mapping to locate countries and describe features studied Year 1 Countries of the World unit yr 3/4 Autumn Use eight points of a compass, 4 and 6-figure grid references, symbols /key Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

Skills Map - Geography			
Year 3	**Year 4**	**Year 5**	**Year 6**
• Can they select geographical vocabulary independently to describe and compare localities? Rainforest unit LO: I can find out about the people and settlements of the rainforest lesson 4 • Can they identify that localities may have similar	• Can they explain how a locality has changed over time with reference to physical features and human features? Our European Neighbours unit LO: I can find out about the human and physical features of a European country lesson 6	• Can they identify the links between human and physical geography? South America LO: I can find out about the human geography of South America lesson 4 • Can they make links between their own geographical location and	• Can they explain the links between human and physical geographical processes and how these may affect the future? Extreme Earth unit LO: I can find out about extreme weather conditions across the world lesson 3

and different characteristics? Volcano unit LO: I can compare a volcanic area to a non-volcanic area lesson 6. • Can they use and compare two maps explaining the purpose of each? Deserts unit LO: I can find out what deserts are and where in the world they are located lesson 1 **GEOGRAPHICAL STUDY and FIELD WORK** • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet,	• Can they suggest different ways that a locality could be changed and improved? Desert unit LO: I can find out about the causes and effects of desertification lesson 6 • Can they identify different views around a geographical issue and state their own view? Volcano unit LO: I can explore life in volcanic areas lesson 5 • Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure Countries of the world unit LO: I can use a variety of sources to identify features lesson 5 **GEOGRAPHICAL STUDY and FIELD WORK** • Draw on own knowledge and understanding when setting up a field work investigation	other localities (local, national, global) with reference to human, physical and economical features? Exploring Scandinavia LO: I can compare and contrast an area in the UK with an area in Scandinavia. Lesson 5 • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? Extreme Earth LO: I can find out about extreme weather conditions across the world. Lesson 3. • Can they pose a geographical hypothesis using various sources to draw a conclusion? South America LO: I can carry out an in-depth study of a South American country lesson 6 **GEOGRAPHICAL STUDY and FIELD WORK** • Rank information found into order of importance • Come to accurate conclusions, using information	• Can they explain a range of geographical processes and the effects on people and places? Extreme Earth unit LO: I can find out about the water cycle and the distribution of water across the world lesson 2 • Can they make careful measurements (e.g. rainfall, population, temperature, sea level) and input them into the appropriate form (e.g. table, tally, graph) Our Local area unit LO: I can draw a map of our local area lesson 2 • Can they present their research through self-selected representations? E.g. reports, leaflets, drama, art, multimedia. Exploring Scandinavia unit LO: I can plan a tourist visit to a Scandinavian destination lesson 6 **GEOGRAPHICAL STUDY and FIELD WORK** • Suggest relevant issues for further study

Google Earth, and questionnaires • Suggest own ways of presenting information, including graphically and in writing • Collect statistics and present them appropriately • Record information on charts, graphs and tables **MAPS** • Use and draw maps with a simple key • Compare information from atlases with that from a globe • Use atlases which show physical and human features • Use contents and index pages of an atlas **KNOWLEDGE AND UNDERSTANDING** • Work out a location using a range of information • Understand the different uses of different places • Understand that different places may have similar /	• Examine, question, analyse what is discovered, using a range of evidence • Discriminate between different sources of information • Test conclusions for accuracy • Make good use of ICT • Use a database to find out information • Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements **MAPS** • Discuss symbols on an OS map • Discuss how grid references are used to locate points on a map • Identify time differences around the world **KNOWLEDGE AND UNDERSTANDING** • Work out a location using a range of information	• Make careful measurements - e.g. distance • Collect statistics about people and places • Begin to use a range of graphs, including pie charts **MAPS** • Work out a journey time, using their knowledge of time zones • Use and understand simple scale **KNOWLEDGE AND UNDERSTANDING** • Begin to understand geographical pattern – e.g. industry by a river • Describe and begin to explain patterns and physical and human changes • Describe how change can lead to similarities between different places • Justify own viewpoint or decision, and use new information to adapt their own viewpoint	• Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from fieldwork or research • Analyse data – e.g. population data - using similarity and difference • Speculate and hypothesise about what is found • Suggest plausible conclusions, and back up with evidence **MAPS** • Use 6 figure grid references • Use a compass to follow a route **KNOWLEDGE AND UNDERSTANDING** • Suggest how human activities can cause changes to environment and to the different views people hold • Recognise dependent links and relationships in both

different characteristics and give reasons for these • Understand and use the concept of reciprocal link between physical and human features • Describe and identify how a place has changed • Understand how economic development can change a place • Express views and recognise how people affect the environment, summarising the issues • Understand how weather changes an environment • Know the difference between weather and climate • Suggest ways towards a reduction in climate change	• Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these • Understand and use the concept of reciprocal link between physical and human features • Describe and identify how a place has changed • Understand how economic development can change a place • Express views and recognise how people affect the environment, summarising the issues • Understand how weather changes an environment • Know the difference between weather and climate • Suggest ways towards a reduction in climate change		human and physical geography • Make a plausible case for environmental change • Interpret other people's arguments for change, analysing and evaluating their viewpoints
Greater Depth			
• Can they make geographical inferences through a variety of geographical sources?	• Can they ask questions, analyse a range of evidence and explain their findings	• Can they rank geographical information in order of importance, justifying their	• Can they collect statistics about people and places from field work or research

• Can they make links using prior knowledge and ask and answer geographical questions? BIG QUESTIONS yr 3 and 4:	based on a geographical source? • Can they identify geographical patterns and make connections?	viewpoints and adapt thinking as new geographical information arises?	and analyse data looking for trends? • Can they interpret other people's arguments for change, analysing various sources.

Topic	Learning Objective	High Order Question
Year 1x3 **Deserts**	To find out what deserts are and where in the world they are located.	 Miss Cooper says ''This is a desert''. Is she correct? Why?
	To find out about people who live in deserts.	 Here are two mammals. Which of them is better suited to live in the desert and why?

Volcano's	To explore life in volcanic areas.	Would you chose to live by a volcano? Why/ why not?
Rainforest	To explore why the rainforest is under threat and the measures taken to protect it.	Some people feel the rainforest should be cut down. Why do they think this? Are they correct?
Year 2x3 Our European neighbours	To be able to compare two European capital cities	Which European country would you most like to live in and why? What about the least?
Earning a living	To find out how people earn a living in other parts of the world	If you had to make the decision between leaving school now and staying in education until you are 18, which would you choose and why?
Countries of the world	To be able to find similarities and differences between different countries.	What is the most important country in the world? Why? What is the least important and why?

Geographical Sources of Evidence
• Photographs including aerial photographs • Atlases and globes • Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps • Google Maps and Google Earth • Infographics • Gazetteers (Geographical dictionary which contains information about locations and statistics) • Audio recordings • Video recordings • Films • Published books, newspapers and magazine clippings • Letters • Visitors and interviews

- Field work objects