


HJS Curriculum Skills Progression – Geography

 Geography skills	Year 3	Year 4	Year 5	Year 6
<p>The humanities are taught mainly through topic work. Each year, there will be at least one topic with a Geography focus, and Geography will also be covered where relevant in other topics. Topics are designed to deliver essential subject knowledge and to progressively develop the skills required to think like a geographer.</p> <p>Teachers will plan their own units of work based on this skills progression sheet.</p>				
Topics	Brilliant Bristol, Awesome Ancestors, Ancient Egypt	Ancient Influencers, Earth Explorers, Our World Our Future	Invaders, Explorers, Rainforests	America, WW2, The Maya
Locational knowledge <i>"Knowing where's where"</i> Consider absolute location (continent, hemisphere etc) and relative location with reference to distance and direction.	Name and locate counties and cities of the United Kingdom Describe location relative to each other	Name and locate countries in Europe (including Russia) Describe absolute location in terms of hemisphere and proximity to North Pole and relative location of countries with each other and UK	Name and locate countries in South America Identify the position and significance of lines of Latitude and longitude (see vocabulary for specifics) and time zones Describe absolute location with reference to lines of latitude and relative location with each other and UK	Name and locate countries in North America Describe absolute location with reference to lines of latitude and longitude and relative location with each other and countries considered in earlier years
Place knowledge <i>"What makes a place the way it is"</i> Understand geographical similarities and differences through a study of the human and physical geography of a region	United Kingdom A simple investigation of the geography of same place over time (Bristol)	Europe A case study into the human and physical processes shaping a place in Europe and comparison over time (Vesuvius)	South America A case study comparing similarities and differences between two cities with specific reference to: Weather and climate Settlement development (Bristol and Manaus, Brazil)	North America A case study comparing the physical processes that the shaped the development of two rivers in different continents (Bristol and USA) and the impact on human activity

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<p>Human and physical geography <i>“Why a phenomenon occurs and the impacts that it has”</i></p> <p>Consider the interconnectedness between physical and human features</p>	Human	Human geography, including: types of settlement and land use (part 1)	Human geography, including: -the distribution of natural resources including energy and food, minerals and water (link: Our world: our future)	Human geography, including: -types of settlement and land use (Part 2) -economic activity including trade links	
	Physical	Describe and understand key aspects of physical geography including: -rivers (part 1: What is a river)	Describe and understand key aspects of physical geography including: -mountains -volcanoes -earthquakes	Describe and understand key aspects of physical geography including: -climate zones -biomes -vegetation belts	Describe and understand physical geography, including: -rivers (part 2: How is it formed), -the water cycle
<p>Geographical skills and fieldwork <i>“Collect, represent and interpret spatial information”</i></p>					
<p>Mapwork</p>	OS Map symbols		Use a basic OS Key Contour lines (see model lesson for examples of features)	Wide range of OS symbols	
	Compass points and giving directions	8 Compass points			
	Grid references			Use 4 figure grid references to describe location of specific features	6 figure grid references 2 letter code

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	Scale				1:25,000 maps to show distance
	Type of map used and focus	British Isles Capital cities (London, Cardiff, Edinburgh, Belfast)	Maps for different purposes (road maps, tube map etc) OS map (from digimap or equivalent) of the local area	OS maps (from digimap or equivalent) Aerial photographs of features on maps	OS maps
	Sketch maps:	Simple sketch in plan form	Use of key	Use of grid lines and compass points	Use of scale
	Exemplar Lesson	Royal Geographical Society Map Skill lesson Year 3	Royal Geographical Society Map Skill lesson Year 5 (contour lines content)	Royal Geographical Society Map Skill lesson Year 4	Royal Geographical Society Map Skill lesson Year 6
Fieldwork		Observe and record Eg Land use study: Henleaze Road (see model Settlement session)	Gather data, present and give a simple commentary Eg Environmental Quality Survey: School grounds (see example)	Use equipment to collect data, analyse and draw conclusions Eg Weather and climate investigation: School grounds compared with Manaus (see model lesson)	Design an enquiry, collect data, analyse and draw conclusions or make recommendations Eg Rivers investigation (see model lesson) or School Grounds project (see example)

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Vocabulary	<u>Geographical Knowledge</u>	<u>Geographical knowledge</u>	<u>Geographical knowledge</u>	<u>Geographical Knowledge</u>
	River	Mountain	Longitude	Meander
	Stream	Volcano	Latitude	Channel
	Source	Earthquake	Equator	Bed
	Lake	Tectonic plates	Tropic of Cancer	Erode
	Sea	Lava	Tropic of Capricorn	Valley
	Ocean	Erupt	Arctic Circle	Gorge
	Bank	Core	Antarctic circle	Canyon
	Floodplain	Mantle	Prime meridian	Sediment
	Hamlet	Crust	(Greenwich meridian)	Stream
	Village	Tsunami	Weather	Brook
	Town	Richter scale	Climate	Creek
	City		Biome	Spring
	Port	<u>Map Skills Focus</u>	Tropical rainforest	
		Ordnance Survey (OS)	Temperate forest	<u>Map Skills Focus</u>
	<u>Map Skills Focus</u>	Key	Taiga	Scale
	Great Britain	Contour line	Tundra	
	United Kingdom	U shaped valley	Savanna	
	British Isles	V shaped valley	Desert	
	North	Cliff		
	South		<u>Map Skills Focus</u>	
	East		Symbols	
	West		Northings	
	North East		Eastings	
	North West		Human features	
	South East		Physical features	
	South West			

National Curriculum Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.