EARLSMEAD PRIMARY SCHOOL

Progression of Skills and Knowledge in Geography – KS2

Geography Intent: At Earlsmead Primary School, we believe that Geography 'underpins a lifelong "conversation" about the earth as the home of humankind.'

Our aim is that key Geographical knowledge, skills and values are taught, sought and caught in learning and life. Our Geography curriculum uses the Kapow scheme of work and is adapted and developed for pupils with a range of needs, abilities and interests. We provide all our pupils with localised knowledge and real or life-like experiences: by exploring our local area, the children firstly familiarise themselves with a sense of place. Pupils are then given opportunities to extent their learning beyond the local area, into the UK and then the wider world. Geographical knowledge and skills are progressive at Earlsmead Primary School. We seek to inspire in children a curiosity and fascination about the Earth and its people, in order to become life-long learners and responsible citizens of the world.

Key Area	Year 3	Year 4	Year 5	Year 6
Units of Learning	**Autumn 1** – Rivers: What are rivers and how are they formed? **Spring 1** – Antarctica: Who lives in Antarctica? **Summer 1** – Fair trade: Where does our food come from?	**Autumn 2** – Settlements: Are all settlements the same? **Spring 1** – Volcanoes: Why do people live near volcanoes? **Summer 1** – Rainforests: Why are rainforests important to us?	**Autumn 1**: Fieldwork – Can I carry out an independent fieldwork enquiry in Harrow? **Spring 1**: Oceans – Why do oceans matter? **Summer 1** – Deserts: Would you like to live in the desert?	**Autumn 2** – Energy Sources: Where does our energy come from? **Spring 1** – The Alps: What is life like in the Alps? **Summer 1** – Populations: Why does population change?

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Locational Knowledge	- Locate names of some of the world's most significant rivers in each continent and recognise any patterns – Mississippi, Amazon, Nile, Danube, Yangtze, Chang, Murray - Recognise the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). - Identify the position and significance of both the Arctic and Antarctic Circle. - Identify the position of the Tropics of Cancer and Capricorn and their significance. - Locate North and South America on a map. - Find the position of the equator.	- Identify the name of some counties in the UK (local to your school). - Identify the name of some cities in the UK (local to your school). - Identify the name of the county that Harrow is in and the closest city. - Begin to name the twelve geographical regions of the UK. - Locate the world's volcanoes on a map and identify the 'Ring of Fire' - Know some countries and major cities in Europe and North and South America - Know the world's biomes - aquatic, grassland, forest, desert, and tundra Identify the countries near the Equator	- Locate many cities in the UK - Locate the 12 geographical regions in the UK confidently - Locate more countries in Europe and North and South America using maps - Show the distribution of the world's climate zones, biomes and vegetation belts Identify the location of Prime/Greenwich Meridian and times zones	- Identify key physical and human features of the geographical regions in the UK - Use longitude and latitude when referencing location in an atlas or on a globe - Locate more countries in Europe and North and South America using maps Locate many counties in the UK
KS3 Links	- Explore maps of the world with a focus on Africa, Russia, Asia and the Middle East (countries and major cities). - Identify environmental regions including polar and hot deserts, physical and human geography			

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Place Knowledge	- Describe how and why humans have responded in different ways to their local environments. - - Describe and begin to explain similarities and differences between two regions studied. - Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.	- Understand geographical similarities and differences through the study of human and physical geography of a region of Harrow. Describe how the land is used in the local area	- Explain how climates have impact on trade, land use and settlement. - Use maps to explore wider trading routes. - Describe and begin to explain similarities and differences between two regions studied.	- Describe and begin to explain similarities and differences between two regions studied - Compare how sources of energy including, renewable and non-renewable sources are used in the UK and USA.
KS3 Links	Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia			

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Human and Physical Geography	- Describe how rivers are formed. - Describe how humans use water in a variety of ways. - Know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - Know the courses and key features of a river - Describe the physical features of Antarctica – ocean, ice sheet (glacier), drifting ice, ice shelf, iceberg, mountain, volcano. - Explain why people prefer to live in a urban or rural place - Map the six biomes on a world map	- Describe different types of settlement and the land use of Harrow. - Describing where volcanoes, earthquakes and mountains are located globally. - Describe how mountains are formed and why volcanoes and earthquakes occur.	- Recognise positive and negative impacts of humans on the environment. - Describe the key aspects of the six climate zones. Describe economic activity including trade links	- Understand the distribution of natural resources including renewable and non-renewable sources of energy within the UK - Describe the key aspects of the six aspects of the six biomes zones. - Understand which factors are considered before people build settlements.
KS3 Links	- Understand via a variety of scales: - Physical geography (geological timescales, plate tectonics), rocks and soils; weather and climate, glaciation, hydrology and coasts; changes in climate Ice Age to present. - Human geography: population, urbanisation, international development, economics, use of natural resources - Understand how humans influence and change landscapes and rely on natural systems.			

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Geography Skills and Fieldwork	- Begin to recall the eight points of a compass, following at least 4 of them to plot Shackleton's route to Antarctica. - Recognise and describe features on our school grounds from an aerial map. - Draw a map of the route taken on an expedition around the school	- Begin to use maps at more than on scale. - Use a simple key on a map to show physical and human features. - Observing, recording, and naming geographical features in the local environment	- Collect data based on an enquiry question. - Use six-figure grid references to plan out a route identifying a start and end point. - Collect data on types of litter polluting a marine environment	- Selecting appropriate methods for data collection. - Designing interviews/questionnaires to collect qualitative data. - Deciding how to present data using plans, freehand sketch. - Maps, annotated drawings, graphs, presentations, writing at length and digital technologies. - Drawing conclusions about an enquiry using findings from fieldwork to support reasoning.
KS3 Links	- Use globes, maps and atlases in the classroom and field. - Interpret Ordnance Survey maps in the classroom and field, including grid references and scale, topographical mapping, aerial and satellite photographs. - Use of GIS to view, analyse and interpret places and data. - Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.			

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Sustainability	To know the impact, we have on our rivers and how we can keep our rivers healthy.	How can we look after our rainforests? E.g. recycling, eating less beef (to avoid deforestation for grazing)	- To know ways we can help to keep our oceans healthy e.g. avoid single-use plastic, recycle, buying sustainable food etc.	- Identify pros and cons of clean and renewable sources of energy. Evaluate the impact humans have on the environment (The Alps).

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Key Vocabulary	Year 3		Year 4		Year 5		Year 6	
	condensation groundwater precipitation water cycle evaporation percolation transpiration locate mountainous tributary key represent flooding irrigation pollution supply habitat leisure renewable energy flooding environmental quality Likert scale locality lines of latitude lines of longitude climate climate zone tilt	hemisphere adaptation research mapping wilderness tourism four points of the compass eight points of the compass route destination direction comparing food miles distribution waste fertiliser import produce consume explorer plot difference expedition similarity intention evaluate magnetic field magnetic	settlement capital city nucleated urban land use linear dispersed rural country agricultural land recreational land commercial land residential land legend transportation country border human feature memorial monument metro physical feature facilities unique similarities differences	inner core mantle magma outer core crust tectonic plate negative effects fertile soil volcanic springs index positive effects climate change geothermal energy natural rock igneous rock metamorphic rock man-made rock sedimentary rock Biome Tropic of Capricorn lines of latitude Equator Tropic of Cancer earthquake fault line seismic waves tsunami epicentre focus	region issue enquiry viewpoint city risk plot route evidence presenting process water cycle habitat buffer ocean current renewable energy natural disaster fieldwork ecosystem re-purpose Marine Protected Area environment single-use plastic	arid climate rainfall weather biome desert vegetation mesa natural arch sand dune mushroom rock salt flat climate settlement comparison difference similarity	energy source coal natural gas crude oil hydropower wind power solar power nuclear power biofuel renewable non-renewable emissions landscape dam ocean tide regenerate fossil fuel atlas mountain range fold mountain longitude latitude hemisphere climate land height sea level	human feature physical feature glacier mountain climate temperate forest temperate coniferous trees deciduous trees population densely populated sparsely populated population density population distribution cartogram birth rate death rate involuntary migration migrants pull factors push factors refugee voluntary region climate climate change fossil fuels greenhouse gases deforestation