



Ashbrook Junior School

Curriculum Subject Progression Overview



Geography

	Whole School Concept					
	Identity & Diversity	Community	Sustainable Development	Perseverance	Equality & Fairness	Creativity
Year 3		Maps and symbols PRIOR LEARNING- Use maps to identify continents/oceans/ other countries Identify and name some key human/physical features from maps and use appropriate vocabulary when discussing WALT be able to identify continents and oceans •There are seven continents across the world - North America, South America, Europe, Asia, Africa, Antarctica and Australasia/ Australia/ Oceania	Rivers PRIOR LEARNING- I can use key words to explain human and physical features. WALT be able to identify the stages of the water cycle -The water cycle is a natural process that continually occurs -The water cycle is made up of four key stages: evaporation, condensation, precipitation and infiltration/ collection -Rivers are part of the water cycle WALT understand how urbanisation affects the water cycle		Britain and Greece comparison PRIOR LEARNING- Use maps to identify continents/oceans/ other countries Identify and name some key human/physical features from maps and use appropriate vocabulary when discussing WALT be able to locate Britain and Greece on a map Britain and Greece are in Europe WALT understand the climate of Britain and Greece •Greece is situated in South Eastern Europe, bordering the Ionian Sea and	



Ashbrook Junior School

Curriculum Subject Progression Overview



		<ul style="list-style-type: none"> •Asia is the largest continent by size and by population •Antarctica is the only continent with no permanent settlers •Continents are made up of different countries <p>WALT be able to identify capital cities using an atlas</p> <p>A map is a diagram that shows an area of land or sea</p> <ul style="list-style-type: none"> •Maps can show bigger areas such as the world, a continent or a country or can focus in on smaller areas such as a village or town <p>WALT be able to read symbols on a map</p> <ul style="list-style-type: none"> •Coloured lines represent different features such as roads, rivers, fences etc. •We use symbols to highlight key areas on a map e.g. church, 	<p>WALT understand what a river is and where to find them</p> <p>A river is a natural moving body of water</p> <ul style="list-style-type: none"> •Rivers start at a source which is on higher ground •Rivers flow into other bodies of water e.g. a lake, the sea, an ocean or another river •The river bed is the bottom of the river •River banks are the land alongside the river <p>WALT understand why floods occur</p> <p>Burst river banks means when the river is higher than the bank so flooding begins</p> <ul style="list-style-type: none"> •Rivers erode the land over time •Small rivers are known as streams, brooks or creeks <p>WALT understand why it is important to look after rivers</p>		<p>the Mediterranean Sea. It is a peninsular country, with an archipelago of about 3,000 islands.</p> <ul style="list-style-type: none"> • Due to its more southerly position (closer to the Equator) Greece is warmer than the UK • Britain is situated in northern Europe which creates a different climate <p>WALT be able to compare the physical geography of Britain and Greece</p> <p>Physical geography is the study of naturally occurring geographical features e.g. mountains, rivers, oceans, climate</p> <p>WALT be able to compare the human geography of Britain and Greece</p> <p>Human geography is the study of how humans interact with the environment e.g. farming, where people live,</p>
--	--	--	--	--	---



Ashbrook Junior School

Curriculum Subject Progression Overview



		<p>post office, toilet</p> <ul style="list-style-type: none"> •A key tells us what symbols represent •Terrain means the land and the physical features •Contour lines on a map show us if the elevation is changing •Symbols can help you orientate yourself if you are lost • •Work with local maps, identifying symbols in the locality <p>WALT be able to use grid referencing Four figure grid references locate a grid square on a map</p> <ul style="list-style-type: none"> •On a four figure grid reference, go along the x-axis first before going up on the y-axis <p>WALT be able to create a map of the local area</p> <ul style="list-style-type: none"> •Create their own 	<p>The River Severn is the largest river in the U.K whilst the River Thames is the largest river solely in England</p> <ul style="list-style-type: none"> •Rivers can be used for a number of reasons such as for sporting activities, transport, home for nature, industry or for farming •Many major cities are built near rivers •Important rivers around the world include the River Nile, Amazon and Ganges •Throwing rubbish in rivers and polluting them can lead to damaging habitats and animals •Polluted rivers can lead to the sea/ ocean which leads to pollution there 		<p>economy, climate change</p> <p>Human geography features for both countries such as data for age groups and population density</p> <ul style="list-style-type: none"> •Identify similarities and differences in the data they are given for both countries 	
--	--	---	---	--	---	--



Ashbrook Junior School

Curriculum Subject Progression Overview



		maps with their own symbols and key				
	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> -Use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols. -Spatial matching, boundary matching; eg. country boundary on a different scale map. -Make a map of a short route with features in the correct order. -Use larger scale map outside/use maps of other localities -Use skills and sources of evidence to respond to a range of geographical questions. -Offer reasons for some of their observations and judgements about places. -Offer explanations for the location for some human and physical features in different localities. -Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. -Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 					
Year 4	<p>Geographical skills & fieldwork</p> <p>LINKED LEARNING- Use maps to identify continents/oceans/other countries Identify and name some key human/physical features from maps and use appropriate vocabulary when discussing WALT be able to locate Borrowash on</p>	<p>Human and physical geography</p> <p>LINKED LEARNING- locating countries on a map (Y3)</p> <p>WALT be able to locate Egypt on a map</p> <p>WALT understand and explain the climate in Egypt Investigate climate zones, biomes and</p>	<p>Human and physical geography human geography, including: land use, economic activity including trade links</p> <p>LINKED LEARNING- locating countries on world maps (Y4)</p> <p>WALT be able to locate countries on world and continent maps WALT understand</p>	<p>Fairtrade</p> <p>LINKED LEARNING- Greece and farming</p> <p>WALT be able to identify products with the Fairtrade logo WALT understand what trade is By increasing financial stability amongst these communities,</p>		<p>Locational knowledge locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>



Ashbrook Junior School

Curriculum Subject Progression Overview



	<p>a map four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>WALT be able to compare Borrowwash to other locations using compass points use the eight points of a compass</p> <p>WALT be able to use 4 figure grid references four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>WALT understand the human geography of Borrowwash and surrounding areas use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,</p>	<p>vegetation belts, rivers, mountains,</p> <p>WALT be able to understand the different kinds of settlements in the world 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</p>	<p>the difference between MEDCs and LEDCs</p> <p>WALT be able to analyse data linked to waste disposal</p> <p>WALT be able to understand and explain the impact waste disposal has on other countries</p> <p>WALT be able to explore activists campaigning for change with waste disposal</p>	<p>Fairtrade helps farmers and workers gain access to more training and better machinery.</p> <ul style="list-style-type: none"> •The Fairtrade Standards also encourage farmers to use non-toxic pesticides, which is also beneficial for the environment and for consumers. <p>WALT understand the positives of buying Fairtrade products Fairtrade works with farmers and workers so they can improve their living standards, invest in their communities and businesses, and protect our shared environment</p> <p>WALT understand how Fairtrade keeps others safe Fairtrade supports workers rights, racial equality and gender equality.</p> <ul style="list-style-type: none"> •Fairtrade has been 		
--	---	--	---	---	--	--



Ashbrook Junior School

Curriculum Subject Progression Overview



	<p>including sketch maps, plans and graphs, and digital technologies.</p> <p>WALT be able to compare maps of Borrowwash over periods of history</p> <p>WALT be able to analyse data collected about Borrowwash locate Borrowwash on a map and surrounding areas</p> <ul style="list-style-type: none">• use maps to observe and compare how physical and human characteristics of Borrowwash have changed overtime <p>WALT understand how humans have affected the use of land in Borrowwash</p> <p>recognise key topographical features (including hills, mountains and rivers), and land-use patterns; and</p>			<p>shown to increase standards of living and reduce risk and vulnerability for farmers and workers.</p>		
--	---	--	--	---	--	--



Ashbrook Junior School

Curriculum Subject Progression Overview



	understand how some of these aspects have changed over time					
	<p>Geographical skills & fieldwork</p> <ul style="list-style-type: none"> -Begin to use 4-figure grid reference to locate features on a map. -Introduce need for a key and standard symbols. -Make own maps of real places with increasing accuracy. -Use a variety of maps of different scale to locate places -Use skills and sources of evidence to respond to a range of geographical questions -Offer reasons for some of their observations and judgements about places -Offer explanations for the location for some human and physical features in different localities. -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Learn the eight points of a compass, four-figure grid references -Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graph 					
Year 5		<p>Scandinavia (Vikings)</p> <ul style="list-style-type: none"> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>LINKED LEARNING- previous map-work included atlases, world and continent</p>	<p>Rainforests</p> <ul style="list-style-type: none"> -using maps to focus on South America, key physical and human characteristics. - - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>LINKED LEARNING-</p>	<p>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</p>		<p>Local study</p> <ul style="list-style-type: none"> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,



Ashbrook Junior School

Curriculum Subject Progression Overview



		maps	<p>previous map-work included atlases, world and continent maps Fairtrade and farming</p> <p>WALT to be able to name and locate the position and significance of latitude and longitude. (including tropics of Cancer and Capricorn) 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)</p> <p>WALT understand the key physical features of climate</p>			
--	--	------	--	--	--	--



Ashbrook Junior School

Curriculum Subject Progression Overview



			<p>zones</p> <p>WALT be able to discuss some of the features of different biomes of the world (focus on the features of rainforest)</p> <p>WALT understand human & physical processes influence & change landscapes, environments & the climate (Deforestation)</p> <p>WALT know the key physical aspects of vegetation belts</p> <p>WALT know the causes and impact of climate change (including what climate change is)</p>			
--	--	--	---	--	--	--



Ashbrook Junior School

Curriculum Subject Progression Overview



	<p>Geographical skills & fieldwork</p> <ul style="list-style-type: none"> -Use 4-figure grid reference to locate features on a map -Use eight compass points. -Draw a map using symbols and a key, awareness of OS symbols -Measure straight line distance on a plan -Draw a variety of thematic plans, based on own data -Compare large-scale map and vertical photo, select maps for a purpose -Draw on their knowledge and understanding to suggest suitable geographical questions for study -Use a range of geographical skills and evidence to investigate places and themes -Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied -Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present - Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies. 					
Year 6			<p>Extreme Earth</p> <p>LINKED LEARNING- understanding deforestation and the impact (Y5)</p> <p>WALT understand how tsunamis occur</p> <p>A tsunami is a long, high sea wave caused by an earthquake or other disturbance</p> <p>WALT understand how earthquakes occur</p> <p>WALT understand</p>			



Ashbrook Junior School

Curriculum Subject Progression Overview



			<p>how volcanoes occur and the different parts of volcanoes</p> <p>The crust is the layer of Earth we live on. It is a thin skin of rock around the Earth.</p> <p>Mantle forms about half of the Earth and is made of heavier rock.</p> <p>The core is the hot, dense centre of our planet</p> <p>WALT be able to analyse the impacts of volcanoes</p> <p>WALT be able to analyse the impact of earthquakes</p> <p>Aftershock is a smaller earthquake following the main shock of a large earthquake</p> <p>The point on the Earth's surface</p>			
--	--	--	---	--	--	--



Ashbrook Junior School

Curriculum Subject Progression Overview



			<p>vertically above the focus of the earthquake</p> <p>WALT be able to analyse the economic and social impacts of tsunamis using a case study</p> <p>WALT understand how tropical storms occur</p> <p>A tornado is a mobile, destructive vortex of rotating winds that have the appearance of a funnel-shaped cloud</p> <p>WALT understand the impacts of tropical storms</p> <p>Knowledge:</p>			
	<p>Geographical skills & fieldwork</p> <ul style="list-style-type: none">-Use 6-figure grid reference to locate features on OS map-Use OS standard symbols. -Scale reading and drawing, comparison of map scale-Draw scale plans of increasing complexity-Follow route on small-scale OS map and describe features seen-Identify relevant geographical questions- Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes					



Ashbrook Junior School

Curriculum Subject Progression Overview



- | | |
|--|---|
| | <ul style="list-style-type: none">-Reach plausible conclusions and present their findings both graphically and in writing-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied- Extend to 6 figure grid references with teaching of latitude and longitude in depth.-Expand map skills to include non-UK countries.-Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
|--|---|