

# Geography Curriculum Map and Progression of skills

**Purpose of study:** 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 tools and skills to enhance their locational and place knowledge.

## Year 5

	<b>Topic</b> <b>Marvellous Maps</b> (Residential trip to Sayers Croft)- Year 5 core skills- explore the range of maps available and to develop their understanding of the key features of maps	<b>Topic</b> <b>Natural Resources</b> (Year 5 core skills- natural resources, effects on the landscape)	<b>Topic</b> <b>Mountains-</b> Year 5 core skills- the physical geography of mountains and mountain ranges, their formation, some famous expeditions and also mountain biodiversity)	<b>Geography National Curriculum End of Key Stage 2 Expectations</b>
	<b>Concept</b> Place and Space	<b>Concept</b> Place and Space Nature and People Environment and Sustainability	<b>Concept</b> Place and Space Nature and People Environment and Sustainability	
	<b>Vocabulary:</b> Latitude, longitude, scale, cartographer, atlas, circumference, colony, contour, compass, Equator, geographer, explorer, GPS- Global Positioning System, legend, Hemisphere, International date line, co-ordinates, continent, Tropic of Cancer, Tropic of Capricorn, meridian, pole, political map, topographic map	<b>Vocabulary:</b> Water, soil, timber, salt, oil, natural gas, coal, iron, conservation, biodiversity, environmental, natural, ecological, renewable resource, technology, sustainable, habitat, material	<b>Vocabulary:</b> Altitude, ascent, avalanche, base, dome mountain, elevation, erosion, glaciers, gorge, hill, landscape, mountain range, mountaineer, peak, plateau, slope, tectonic plates, valley, volcano, fold mountain, fault-block mountain	
	<b>Location Knowledge</b> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and computer mapping to locate countries</li> </ul>	<ul style="list-style-type: none"> <li>I name and locate some of the countries and cities of the world and their identifying human and</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the land use and effect of tourism in the locality and in a</li> </ul>	

Locate the world's countries, using maps to focus on Europe (including the location of

<p>(general geographical knowledge, position and significance, UK and Global)</p> <p><b>Understanding Place</b></p> <p>(simple comparisons and contexts)</p>	<p>around the world and describe features studied.</p> <ul style="list-style-type: none"> <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> <li>I can explain what an Ordnance Survey map represents.</li> <li>I can locate and name the main countries in Europe on a world map and atlas.</li> <li>I can locate the USA and Canada on a world map and atlas.</li> </ul>	<p>physical characteristics, including hills, mountains, key topographical features and land-use patterns; and understand how some of these aspects have changed over time?</p> <ul style="list-style-type: none"> <li>I can identify the land use and effect of tourism in the locality and in a contrasting European country</li> <li>I can understand some of the reasons for geographical similarities and differences between countries</li> <li>I can I explain how locations around the world are changing and explain some of the reasons for change</li> <li>I can beginning to understand and explain geographical diversity across the world</li> </ul>	<p>contrasting non-European country</p> <ul style="list-style-type: none"> <li>I can name and locate the mountains of the UK</li> <li>I can name and locate the highest peaks in each continent.</li> <li>I can name and locate many of the world's most famous mountain regions on maps.</li> <li>I can explain how to locate Snowdon on an OS map.</li> </ul>	<p>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)</p> <p>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</p>
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				region within North or South America
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>I can 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 my knowledge of the United Kingdom in the past and present and the wider world.</li> <li>I can plan a journey to a place in another part of the world, taking account of distance and time.</li> <li>I can identify and describe the main human and physical characteristics of South and Central America</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to identify and describe how the physical features affect the human activity within a location</li> <li>I am beginning to understand and explain how countries and geographical regions are interconnected and interdependent</li> <li>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time</li> <li>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>I describe and understand key aspects of human geography, including:</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what a place might be like in the future, taking account of issues impacting on human features (How tourism affects mountain regions?)</li> <li>I can explain what the key features of an OS map are? Covering: compass directions, the key, four and six-figure grid references, grid squares, scale</li> <li>I can explain how I can use an OS map to answer questions about a locality? Example: Snowdon</li> <li>I can explain how do the features of the landscape change at higher altitude</li> <li>I can explain what mountain climate and biodiversity are and how they change</li> <li>I can explain that mountains have their own climate because of their high altitude. I can explain what a typical</li> </ul>	<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. 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)</p>

		<p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> <li>• I can describe some natural resources and land uses in Britain</li> <li>• I can explain what 'abundant' natural resources are</li> <li>• I can identify some ways in which natural resources are used to produce energy</li> <li>• I can name some clean and renewable natural resources and describe how they are used to produce electricity</li> <li>• I know some advantages and disadvantages of renewable energy sources.</li> <li>• I can identify parts of the world where wood is produced, and consider some of the problems associated with its production.</li> <li>• I know where and how steel is produced.</li> </ul>	<p>mountain climate might be like</p> <ul style="list-style-type: none"> <li>• I can explain what are conditions like for people climbing the mountain</li> <li>• I can explain the positive and negative impacts of tourism.</li> <li>• I can explain what the structure of the Earth is and what the role of plate tectonics in forming mountains is</li> <li>• I can understand how mountains change over time</li> </ul>	<p>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</p>
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<b>Geographical skills and Fieldwork</b>  (enquiry, mapping, fieldwork, critical thinking, vocabulary)	<ul style="list-style-type: none"> <li>• I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales E.g. OS maps of Victorian and present-day London</li> <li>• I can investigate places with more emphasis on the larger scale; contrasting and distant places.</li> <li>• I can collect and record evidence unaided</li> <li>• I can use 8 point compass points.</li> <li>• I can use 4- fig grid references to locate features on a map. Be.g.in to draw a variety of thematic maps based on their own data. E.g. draw a sketch map using symbols and a key; recognise/ use OS map symbols.</li> <li>• I can compare maps with aerial photos for a specific</li> </ul>	<ul style="list-style-type: none"> <li>• I can map land use</li> <li>• I can discuss some problems associated with the use of natural resources which are not abundant</li> <li>• I can debate the pros and cons of renewables</li> <li>• I can find possible answers to my own geographical questions.</li> <li>• I can make my own decisions about views of an environmental issue.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• I can collect information about a place and use it in a report.</li> <li>• I can use a range of sources to find out about a particular mountain.</li> <li>• I can make my own decisions about environmental issues.</li> <li>• I can use 4- fig grid references to locate features on a map. Extend to recognising contours to show relief. E.g. steep inclines/ highest point of hill/ mountain.</li> </ul>	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

	<p>purpose e.g. compare villages in Britain with those at a distant place.</p> <ul style="list-style-type: none"><li>• I know difference between physical and human features.</li><li>• I can use atlases to find out about other features of places e.g. locate wettest areas of the world/ locate mountains/ larger cities.</li><li>• I am able to measure distances between places with reference to scale.</li><li>• I can use index and contents pages in atlases</li></ul>			
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