Brockwell Junior School Geography Progression Map

Geography – Being curious about the world

"Geography is a subject which holds the key to the future." Michael Palin

Year Group	Year 3			Year 4			Year 5			Year 6		
Term	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July
Learning Challenge												
	Why are jungles so wet and deserts so dry?		Why do the biggest earthquakes not always cause the most damage? Beyond the Magic Kingdom: What is the Sunshine State really like?	How can we live more sustainably? How and why is my local environment changing?	Why do so many people live in mega-cities? Why is Sheffield such a cool place to live in?		How do volcanoes affect the lives of people on Hiemaey?	Why are mountains so important? Who are Britain's National Parks for?		What is a river?	Why is fair trade fair?	How is climate change affecting the world?
Subject coverage												
	<u>Locational Knowledge</u> South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		<u>Locational Knowledge</u> Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Time zones <u>Place Knowledge</u> Region within North or South America	<u>Locational Knowledge</u> United Kingdom	<u>Locational Knowledge</u> Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Settlement and land use		<u>Locational Knowledge</u> Europe including Russia Latitude and longitude Northern and Southern Hemisphere Time zones <u>Place Knowledge</u> _A region in a European country	<u>Locational Knowledge</u> Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		<u>Locational Knowledge</u> Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Place Knowledge</u> A region of the United Kingdom	<u>Locational Knowledge</u> Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere	<u>Locational Knowledge</u> North America United Kingdom Latitude and longitude Northern and Southern Hemisphere
	<u>Human and physical</u> Climate zones Biomes and vegetation belts		<u>Human and physical</u> Volcanoes and Earthquakes Climate zones Settlement and land use Economic activity and trade	<u>Human and physical</u> Settlement and land use Natural resources	<u>Human and physical</u> Settlement and land use Economic activity and trade		<u>Human and physical</u> Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade	<u>Human and physical</u> Mountains Natural resources		<u>Human and physical</u> Rivers and the water cycle Natural resources	<u>Human and physical</u> Climate zones Economic activity and trade Natural resources	<u>Human and physical</u> Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources

Skills/Concepts

- **Explain** the difference between weather and climate and **identify and describe** in general terms using climate graphs, the differences in climate to be seen across the United Kingdom and in polar, temperate and tropical regions of the world;
- **Explain** why the jungles of the Amazon and Congo Basins are so wet and humid and yet Arica in South America is the driest place on Earth.
- **Describe** in simple terms using labelled diagrams what causes an earthquake and how the magnitude of an earthquake is measured;
- **Explain** in basic terms why some earthquakes cause more destruction than others;
- **Recognise** and **give reasons** for why most earthquakes and volcanoes tend to occur at the same locations around the world;
- **Locate t**he Disney Magic Kingdom theme park on a map of the states and main cities of the United States in the continent of North America and **explain** why it is so popular with visitors from countries around the world;
- **Identify and describe** a number of important physical and human features of Florida other than the Magic Kingdom, such as the Everglades and the Kennedy Space Centre;
- **Explain** why sea turtles along the Atlantic coast of Florida are endangered and what the Florida Turtle Conservation Society is doing to protect them;

- **Identify, describe and explain** using information they have **observed**, recorded and presented graphically and on maps and plans, some of the ways in which places in their local area are changing currently or have changed in the past;
- **Identify, describe and explain** using satellite images and simple GIS some important changes to the environment that they can **observe** occurring in different parts of the world;
- **Recognise, describe and explain** different ways in which it is possible to live a more sustainable lifestyle both individually and at home and school;
- **Compare and contrast** how people in different parts of the world are living more sustainably and helping to conserve their environment;
- **Recognise** and display graphically how the number of people in the world living in cities is increasing and suggest reasons for why this is occurring;
- **Compare and contrast** in basic terms the main features of cities in different countries around the world dentifying some similarities and differences;
- **Consider** whether the benefits of living in cities outweigh the disadvantages and **explain** their views.

- **Summarise** the similarities and differences and **reach a conclusion** about how the physical and human geography of Heimaey in Iceland compares with that of their home area;
- **Evaluate** the benefits and drawbacks of living on an active volcanic island such as Heimaey and **reach a judgement** and **justify their view** as to what people here might best do in the future;
- **Identify and locate** on a world map the main ranges of fold mountains in the world together with areas of high and low ground on a map of the United Kingdom;
- **Reach a judgement** about the challenges faced by people like farmers living and working in mountainous areas such as the Cambrian mountains of Wales;
- **Explain** why reservoirs are often built in mountainous areas of the United Kingdom and **reach judgements and justify their views** as to how water might be used more sustainably at home and at school;
- **Identify and locate** Britain's National Parks on a map of the United Kingdom and **explain** why they are so important and attract millions of visitors every year**;**
- **Reach and justify a conclusion** as to why National Parks are described as 'Britain's breathing spaces'.

- **Identify**, **describe and explain** how the course of a river changes from source to mouth and the importance of rivers as an element in the water cycle and also for wildlife and human activities;
- **Identify**, **describe and explain** how the River Thames at the Isle of Dogs in London has changed since the time of Henry VIII and **make a judgement** as to how these changes have affected the local area;
- **Reach a conclusion** as to why Bangladesh has so many floods**;**
- **Explain** what trade is and why it has been important to countries around the world for thousands of years;
- **Compare and contrast** the United Kingdom's main imports from and exports to China and **reach a judgement** about the relative importance of what we choose to buy and sell as a country;
- **Explain** why trade may not always be fair and **evaluate** the potential benefits to the producer and consumer of people around the world becoming Fair Trade farmers;
- **Explain** in basic terms the main causes of global warming;
- **Empathise** with the circumstances of people in different parts of the world already impacted by climate change and **evaluate** the ways in which they are adapting to changes in the weather;
- **Explain** what countries around the world have agreed to do to combat the causes of climate change and **reach a judgement** about what they, their families and school might do to contribute.

Cultural Capital/Enrichment

	Urban Studies Settlement / map skills / fieldwork local area		**Fieldwork Trip to Holmebrook Valley Park**	**Visit to Kelham Island**		**Earthshot**	**Ascent and decent Mam Tor**	**Eyam Visit (History Priority)**	**Fieldwork Trip to Holmebrook Valley Park – RIVERS focus** **Earthshot**	**Fairtrade break**	**Global Parliament**

Vocabulary – Refer to Personalised Knowledge Organisers and Weatherly Scheme of Work

	Climate - the regular pattern of weather conditions of a particular place Biome - the characteristic plants and animals that exist in a particular type of environment, for example in a forest or desert Global - covering or affecting the whole world Tropical rainforest - a thick forest in tropical parts of the world that have a lot of rain Hot desert - a large area of land that has very little water and very few plants growing on it. Many deserts are covered by sand. Equator - an imaginary line around the earth at an equal distance from the North and South Poles Hemisphere - one half of the earth, especially the half above (Northern) or below (Southern) the equator Humid – (of the air or climate) warm and damp Drought – a long period of time when there is little or no rain Carnivore - any animal that eats meat Herbivore – any animal that eats only plants	Earthquake – a sudden, violent shaking of the earth's surface. Volcano – a mountain with a large opening at the top through which gases and lava (= hot liquid rock) are forced out into the air, or have been in the past Continent – one of the large land masses of the earth such as Europe, Asia or Africa Ocean – the mass of salt water that covers most of the earth's surface Latitude – the distance of a place north or south of the equator, measured in degrees Longitude – the distance of a place east or west of the Greenwich meridian, measured in degrees Evacuation – the process of moving people from a place of danger to a safer place Infrastructure – the basic systems and services that are necessary for a country or an organization to run smoothly, for example buildings, transport and water and power supplies Epicentre – the point on the earth's surface where the effects of an earthquake are felt most strongly Magnitude – the size of an earthquake Plate - one of the very large pieces of rock that form the earth's surface and move	Northern Hemisphere – The half of the Earth that lies north of the equator. Continent - One of the seven major land areas on the Earth, which are North America, South America, Europe, Africa, Asia, Australia, and Antarctica. State – In USA each area has it's own government within the state. Americans are citizens bot h of the federal republic and of the state in which they live. Peninsula – a piece of land that is almost surrounded by water but connected to a larger land mass on one side. Ocean – is a body of water that composes much of a planet's hydrosphere. These are the Pacific, Atlantic, Indian, Southern (Antarctic), and Arctic Oceans. Hurricane – Hurricanes are massive storm systems that form over warm ocean waters and move toward land. Climate – pattern of weather elements in an area over a period. The weather elements include temperature, rainfall, humidity, solar insolation, wind, etc. Coast – is the area where land meets the sea or ocean Orbit – an orbit is the gravitationally curved trajectory of an object, such as the trajectory of a planet around a star or a natural satellite around a planet. Endangered – seriously at risk of extinction. National park – A park chosen and set aside for some unique quality that makes it indispensable and interesting.	Conserve - Use as few resources as possible. Consume - To use, eat or drink something. Fertile land - Land that is rich in nutrients and very good for growing crops. Food miles - The distance an item has travelled from where it was produced to where it was consumed. Import - Buying products and goods from abroad. Non-renewable energy - source of energy that will eventually run out as it cannot be made as quickly as it is consumed, such as coal. Produced - Where something was made. Renewable energy - Renewable energy is created by resources that nature can replace, such as wind, water and sunlight. Solar energy - Energy that comes from the sun, using solar panels to generate electricity. Turbine - An engine that can turn movement into energy.	Land use – the way in which land is used by people. For example, housing, industry or green spaces (such as parklands or farming). Heritage – a valued history. Housing types - such as terraced, semi-detached, detached, flats or bungalows. Redevelopment – rebuilding an area in decline. Settlement – a village, town or city where people live. Market - the place where goods are sold. Industrial – businesses that provide products or services. National Park – a protected area of countryside. Monarch – is a sovereign head of state in a monarchy such as a King or Queen. Population – all the people who live in one area. Urban – town or city Rural – countryside rather than the town. Density – is the number of people per unit of area, usually quoted per square kilometer or square mile Capital city – is the place exercising primary status in a country usually with the government buildings. Kelham Island – is one of Sheffield's oldest manufacturing sites.		Volcano – A volcano is a rupture in the crust of the Earth, that allows hot lava, volcanic ash, and gases to escape from a magma chamber below the surface. Pacific Ring of Fire- is a ring of volcanoes around the Pacific Ocean Capital City- primary city usually with government buildings. Island – is any piece of land that is surrounded by water Eruption- an explosion of steam and lava from a volcano Magma- the molten or semi-molten natural material from which all igneous rocks are formed. Tectonic plates - are pieces of Earth's crust around 100 km (62 mi) thick. Climate- the average weather conditions, particularly temperature and precipitation (any form of moisture that falls to Earth from the atmosphere), experienced in a place month by month. Yield - an amount produced of an agricultural or industrial product	Sherpa – a person native to the most mountainous regions of Nepal and the Himalayas. Fold mountain – mountains that form mainly by the effects of folding on layers within the upper part of the Earth's crust Cambrian Mountains - a series of mountain ranges in Wales Tectonic plate- are pieces of Earth's crust around 100 km (62 mi) thick. Relief - difference in height from the surrounding terrain Peak – highest point of the mountain Tourism- travelling for pleasure or business Climate – weather generally in the region	Heritage – a site having a value that has been registered by a governmental agency as being of national importance to the history of that country. Environment - the natural world, as a whole or in a particular geographical area National Park - is a park in use for conservation purposes Landscape - the visible features of an area of land Drystone wall - is a building method by which structures are constructed from stones without any mortar to bind them together. Area of Outstanding Natural Beauty – is an area of countryside in England, Wales or Northern Ireland which has been designated for conservation due to its significant landscape value. World Heritage Site- is a landmark or area which is chosen by the United Nations as having cultural, historical, scientific or other form of significance. Site of Special Scientific Interest – a protected area in the United Kingdom Livestock -animals raised in an agricultural setting to produce meat, eggs, milk, fur, leather, and wool.	Source is the place from which a river begins to flow.- lakes, bogs, springs, streams, collections of snow or rainwater, glaciers, swamps and other rivers. Sources for rivers are typically found at higher elevations than downstream portions of the river. Precipitation - drizzle, rain, sleet, snow and hail. Mouth is the part of a river where the river debouches into another river, a lake, a reservoir, a sea, or an ocean. Erosion – the water removes soil, rock, or dissolved material from one location in the river, and then transports it to another location Deposition - when a river enters an area of shallow water and drops rock/sediment Marina – man made dock to moor boats. Water/Hydrological cycle – the continuous movement of water on, above and below the surface of the Earth Estuary - the tidal mouth of a large river, where the tide meets the stream Impressionism - a 19th-century art movement characterized by relatively small, thin, yet visible brush strokes, emphasis on light in its changing qualities, inclusion of movement and unusual visual angles.	Abroad - in or to a foreign country or countries. International - means between or involving different countries. Manufacture - means to make something in a factory, usually in large quantities. Exports - goods (visible exports) or services (invisible exports) sold to a foreign country or countries Imports – to buy products from another country for use in your own country. Commodity - something of use, advantage, or profit Merchant - is a person who buys or sells goods in large quantities, especially one who imports and exports them. Domestic political activities, events, and situations happen or exist within one particular country. Container ship Co-operative - is a business or organization run by the people who work for it, or owned by the people who use it. These people share its benefits and profits. Market - The market for a particular type of thing is the number of people who want to buy it, or the area of the world in which it is sold. Sustainable - the use of natural resources when this use is kept at a steady level that is not likely to damage the environment. Ethical - means relating to beliefs about right and wrong.	Climate change is a term used by experts when describing the way that both weather and climate systems are changing as a result of mankind's industrial activity across the world Grenhouse gas Carbon dioxide Methane Environment Government Carbon Drought Agriculture Nitrous oxide (Check with Weatherly Scheme) conserve Use as few resources as possible . consume To use, eat or drink something. fertile land Land that is rich in nutrients and very good for growing crops . food miles The distance an item has travelle from where it was produced to where it was consumed. import Buying products and goods from abroad. non-renewable energy A source of energy that will eventually run out as it cannot be made as quickly as it is consumed, such as coal. produced Where something was made. renewable energy Renewable energy is created by resources that nature can replace, such as wind, water and sunlight. solar energy Energy that comes from the sun, using solar panels to generate electricity. turbine An engine that can turn movement into energy

	slowly **Richter Scale – a system for measuring how strong an earthquake is 1to10** **Fault – a place where there is a break that is longer than usual in the layers of rock in the earth's crust** **Pacific Ring of Fire - is a major area in the of the Pacific Ocean Basin where many earthquakes and volcanic eruptions occur**										

<u>Place</u> Compare the position of two places in relation to one another using maps, diagrams, globes, aerial photographs and GIS ie countries, regions and time zones across the world.
<u>Space</u> Explain how the features of an environment/space affect its use i.e. people settle near natural resources.
<u>Sustainability</u> Analyse the impact of human use of natural resources and determine if this can be maintained i.e. impact of plastic use on the world's oceans.
<u>Change</u> Explain how human use of natural resources have impacted the Earth i.e. impact of burning fossil fuels or fair trade farming and the implication of that.

Our vision is to provide a coherent, progressive and rigorous learning experience for our pupils in order to reach the following end points:

- to equip our pupils with the geographical skills and knowledge that will enable them to ready for the curriculum at Key Stage 3.
- to develop their cultural capital in order to inspire them and prepare them for life as an adult in the wider world.
- to ensure that our pupils have been engaged and motivated by their learning in geography, therefore encouraging them to see the world through the eyes of young geographers ~ exploring and understanding the relationship and interactions between people and the environments in which they live and upon which they and all life on earth depends, and using this awareness to contribute to building a more informed and sustainable world in the future.

In a nutshell, our mantra is 'learn, love, look after' ~ we will only love something if we learn about it, and if we love it, we will look after it.

"Education is the most powerful weapon which you can use to change the world." Nelson Mandela