

Brockwell Junior School Geography Progression Map

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											
	Let's explore climate zones!	Beyond the Magic Kingdom: What is the Sunshine State really like?	What causes our world to shake?	Let's explore Brazil	Climate change: not our problem?	Let's explore our local area!	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?	Let's explore the UK!
	NATIONAL CURRICULUM COVERAGE											
	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere Time zones <u>Place Knowledge</u> Region within North or South America	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere Time zones <u>Place Knowledge</u> Region within North or South America	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere Time zones	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere Time zones	<u>Locational Knowledge</u> United Kingdom <u>Place Knowledge</u> A region of the United Kingdom	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere Time zones <u>Place Knowledge</u> A region in a European country	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere <u>Place Knowledge</u> A region of the United Kingdom <u>Human and physical</u> Mountains Natural resources	<u>Locational Knowledge</u> United Kingdom <u>Place Knowledge</u> A region of the United Kingdom <u>Human and Physical</u> Settlement and land use Economic activity and trade	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere Time zones <u>Place Knowledge</u> A region of the United Kingdom <u>Human and physical</u> Rivers and the water cycle Natural resources	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere Time zones <u>Place Knowledge</u> A region of the United Kingdom <u>Human and physical</u> Climate zones Economic activity and trade Natural resources	<u>Locational Knowledge</u> Europe including Russia North & South America United Kingdom Latitude and longitude N&S Hemisphere Time zones <u>Place Knowledge</u> A region of the United Kingdom <u>Human and physical</u> Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources
	<u>LKS2 Geographical DISCIPLINARY skills and field work</u> Use of maps, atlases and globes 8 points of a compass Fieldwork to observe, measure, record and present features of the local area					<u>UKS2 Geographical DISCIPLINARY skills and field work</u> Use of maps, atlases and globes 8 points of a compass 4 and 6 figure grid references including the use of ordnance survey maps Fieldwork to observe, measure, record and present features of the local area						

GEOGRAPHICAL CONCEPTS				
PLACE: the significance of places and what they are like. Their identity, uniqueness, characteristics, and diversity. What it is like and what happens there? SPACE: the significance of location and spatial distribution; ways people organise and manage the spaces that we live in. SCALE: the way that geographical phenomena and problems can be examined at different spatial levels. The zoom lens that enables us view places from global to local levels. ENVIRONMENT: the significance of the environment in human life and the important interrelationships between humans and the environment. SUSTAINABILITY: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. CHANGE: explaining geographical phenomena by investigating how they have changed over time. Eg; environmental, economic, social and technological INTER-CONNECTION: emphasises that no object of geographical study can be viewed in isolation. This strands runs through all aspects of the teaching of Geography.				
SUBSTANTIVE KNOWLEDGE				
• 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; CH SP • 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. PL • Describe in simple terms using labelled diagrams what causes an earthquake and how the magnitude of an earthquake is measured; SP • Explain in basic terms why some earthquakes cause more destruction than others; SP • Recognise and give reasons for why most earthquakes and volcanoes tend to occur at the same locations around the world; PL SP • Locate the 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; PL ENV • 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; SP • Explain why sea turtles along the Atlantic coast of Florida are endangered and what the Florida Turtle Conservation Society is doing to protect them; EN CH SUS SC	• 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; CH EN PL SP • 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; CH PL SP • Recognise, describe and explain different ways in which it is possible to live a more sustainable lifestyle both individually and at home and school; SUS • Compare and contrast how people in different parts of the world are living more sustainably and helping to conserve their environment; SUS ENV • 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; PL SP CH • Compare and contrast in basic terms the main features of cities in different countries around the world identifying some similarities and differences; SP PL • Consider whether the benefits of living in cities outweigh the disadvantages and explain their views. SP PL EN SC	• 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; PL SP ENV SC • 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; PL SP ENV SC • 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; PL SP ENV • Reach a judgement about the challenges faced by people like farmers living and working in mountainous areas such as the Cambrian mountains of Wales; PL SP ENV • Explain why reservoirs are often built in mountainous areas of the United Kingdom PL SP ENV SC • 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; PL SP ENV • Reach and justify a conclusion as to why National Parks are described as 'Britain's breathing spaces'. • PL SP ENV SUS	• 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; SP PL ENV • Identify, describe and explain how a specified river has changed and make a judgement as to how these changes have affected the local area; SP PL CH ENV • identify features of a coastline and decscribe how their features have changed over time and predict how such changes will affect our future; PL SP SC SUS ENV • Reach a conclusion as to why Bangladesh has so many floods; PL SP SC • Explain what trade is and why it has been important to countries around the world for thousands of years; PL ENV • 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; PL SP ENV SUS • 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; PL SP ENV SUS • Explain in basic terms the main causes of global warming; SC ENV CH • 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; ENV CH SC • 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. ENV CH SC	

Let's explore climate zones!

climate	biome
global	hot desert
equator	hemisphere
humid	drought
carnivore	herbivore

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Beyond the Magic Kingdom: What is the Sunshine State really like?

northern hemisphere	southern hemisphere
continent	state
peninsula	ocean
hurricane	climate
coast	orbit
endangered	National Park.

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What causes our world to shake?

earthquake	volcano
continent	ocean
latitude	longitude
evacuation	infrastructure
epicentre	magnitude
plate	richter scale
fault	pacific ring of fire

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Let's explore Brazil	
Northern Hemisphere	Southern hemisphere
latitude	longitude
Brasilia	Sao Paulo
equatorial	region
population	manufacturing
trade	time zone

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Climate change: not our problem?

conserve	consume
fertile land	food miles
import	non-renewable energy
produced	renewable energy
solar energy -	

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Let's explore our local area!

land use	heritage
housing types	redevelopment
settlement	market
national park	monarch
population	urban
rural	density
capital city	

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How do volcanoes affect the lives of people on Hiemaey?

volcano	Pacific Ring of Fire
tectonic plate	island
eruption	magma
tectonic plates	
climate	

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Why are mountains so important?

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mountain ranges	summit
valley	slope
mountaineer	tourism
climate	reservoir
dam	disease

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Cultural Heritage	protected
environment	landscape
Park Ranger	National Trust
Area of Outstanding Natural Beauty	
World Heritage Site	
Site of Special Scientific Interest	

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Meander	source
precipitation	mouth
erosion	deposition rock/sediment
marina	water/hydrological cycle
estuary	impressionism

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Imports	commodity
merchant	container ship
Co-operative	market
sustainable	environment.
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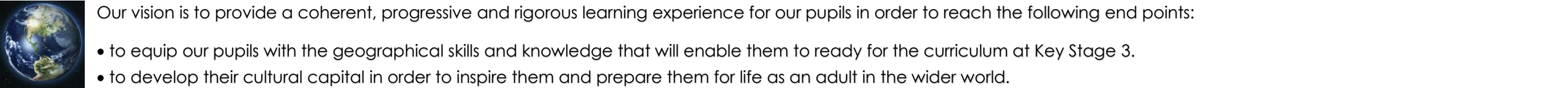
Let's explore the UK!

climate change	greenhouse gas
carbon dioxide	methane
Environment	Government
Carbon	Drought
Agriculture	Nitrous oxide
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fertile land	food miles
import	non-renewable energy
energy	packaged

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			Y4's Rio Carnival	.	HBVP Local study fieldwork trip: Land use, change and orienteering.		Visit and walk aaround Haddon Hall in Peak District National Park		Local study fieldwork trip: Rivers	Fairtrade (Breaktime sale)	
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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.
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- 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