



Curriculum Progression Map

Subject: Geography. 2024-2025

Intent:

At CSPA we believe that Geography should build on pupils' curiosity and fascination with the natural world, as well as developing their understanding of the Earth's key physical and human processes. We believe that our curriculum should inspire pupils to make links and draw comparisons between what they observe around them and other countries around the world. We develop the geographical skills and knowledge that pupils will need in order to answer questions about the world around them and their place within it. We aim to provide our pupils with strong geographical knowledge, good enquiry skills, the ability to use a range of maps, the skills to collect and analyse data and the ability to communicate information in a variety of ways. We want all of our children to have a love of geography so that they may live life in all its fullness.

Autumn	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p>	<p>Mapwork- my local area. What is in my local area?</p> <p>Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and key</p> <p>Understand land use in the local area</p> <p>Disciplinary knowledge:(how we know what we know)</p> <p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed</p> <p>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.</p>	<p>The water cycle</p> <p>Describe and explain the water cycle.</p> <p>Discuss the impact of flooding on the local area.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence</p> <p>Disciplinary knowledge:(how we know what we know)</p> <p>Ask and respond to geographical questions using evidence to support answers.</p>	<p>Map reading and environmental effects.</p> <p>Use the eight points of a compass, six figure grid references, maps, digimaps, , symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information</p> <p>Understand the basic process of global warming, its causes, implications and changes required.</p> <p>Disciplinary knowledge:(how we know what we know)</p> <p>Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.</p>	<p>Globalisation- how does trade connect us?</p> <p>Study the impact of globalisation on the food chain and on climate.</p> <p>Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK.</p> <p>Understand fairtrade.</p> <p>Understand global supply chains.</p> <p>Understand highest value exports.</p> <p>Understand how food production is influenced by climate and biomes.</p> <p>Disciplinary knowledge:(how we know what we know)</p> <p>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p>

<p>Skills/ Procedural knowledge</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including annotated sketch maps, plans and graphs, and digital technologies</p> <p>Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school.</p>	<p>Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.</p>	<p>Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time.</p> <p>Use digimaps to create maps of the local area.</p> <p>Create detailed maps and label physical features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>	<p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>
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Spring	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p>	<p>Extreme Earth-natural disasters</p> <p>Describe and understand the causes, processes and effects of Earthquakes and Tsunamis.</p> <p>Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment.</p> <p>To describe and understand the effect of volcanoes on settlements and land use.</p> <p>Disciplinary knowledge:(showing what we know)</p> <p>Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information</p>	<p>Rivers and mountains- how does water flow around the world?</p> <p>Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.</p> <p>Describe and explain river formation and key features of river systems.</p> <p>Disciplinary knowledge:(showing what we know)</p> <p>Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age appropriate graphs and through writing at length, using appropriate geographical vocabulary.</p>	<p>Settlements- why do we live where we live?</p> <p>Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.</p> <p>Disciplinary knowledge:(showing what we know)</p> <p>Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.</p>	<p>Local study Chalfont St Peter</p> <p>Name, locate & describe a local river and understand how it has changed over time, using, the eight compass points, six-figure grid references, maps, symbols and keys</p> <p>Use digimaps to identify key points of interest in the local area.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p> <p>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>
<p>Skills/ Procedural knowledge</p>	<p>Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.</p>	<p>Use OS Maps to locate rivers in the British Isles and World maps to locate major rivers including the Nile</p>	<p>Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.</p> <p>#</p> <p>Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.</p>	<p>Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/ Earth to describe geographical features of locations, and create a tourist route. Create detailed maps and label human features</p>

Summer	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p>	<p>Weather and climate around the world.</p> <p>Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert).</p> <p>Describe different biomes and how plants and animals are adapted to them.</p> <p>Explain some ways biomes (including the oceans) are valuable.</p> <p>Disciplinary knowledge: (showing what we know)</p> <p>Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.</p>	<p>Coastlines</p> <p>Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, four figure grid references, maps, symbols and keys</p> <p>Identify and describe coastal features of the UK.</p> <p>Disciplinary knowledge: (showing what we know)</p> <p>Ask and respond to geographical questions using evidence to support answers</p>	<p>Rainforests.</p> <p>Understand the four main layers of the rainforest.</p> <p>Know about some of the plants and animals who live there and how they have adapted to their surroundings.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p> <p>Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/ Earth/ digimaps to describe geographical features of the rainforest.</p> <p>Disciplinary knowledge: (showing what we know)</p> <p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.</p>	<p>Changing places and people- The Amazing Americas.</p> <p>Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of North and South America when comparing with other regions.</p> <p>Understand and compare the climate of North and South America with the UK</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p> <p>Disciplinary knowledge: (showing what we know)</p> <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence</p>
<p>Skills/ Procedural knowledge</p>	<p>Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world, and major Earthquake zones</p>	<p>Use the eight points of a compass, four figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.</p>	<p>Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries.</p> <p>Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing rainforest land use over time.</p>	<p>Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp</p> <p>Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.</p>

Impact: End Points

Desired outcomes at the end of each year group.

Year 3

Geographical skills and fieldwork

- use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features
- use four figure grid references, use the 8 points of a compass and make plans and maps using symbols and keys.
- know how to use a wide range of geographical terms and can use basic geographical vocabulary.
- know how to use a basic geographical vocabulary and know some more specific vocabulary including eg earthquake, tsunami, volcano.

Locational knowledge

- identify where countries are within the UK and the key topographical features
- how the locality is set within a wider geographical context.
- the features of a city/town/village and how they differ.

Human and physical

- describe and understand key aspects of: biomes
- volcanoes and earthquakes
- identify physical and human features of the locality and beyond.
- know about weather patterns around parts of the world
- **Place knowledge**
- show an awareness of how places relate to each other, within the UK and beyond.

Year 4

Geographical skills and fieldwork

- know how to use a widening range of geographical terms e.g. specific topic vocabulary such as erosion, headlines, gorge, rivers, and the water cycle

Locational knowledge

- I can identify where the major rivers of the world are located.

Human and physical

- describe and understand key aspects of: physical geography particularly rivers and the water cycle
- know about the physical features of coasts and begin to understand erosion and deposition.

Place knowledge

- demonstrate an understanding as to why there are similarities and differences between places.

Year 5

Geographical skills and fieldwork

- use the eight points of a compass, four to six-figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world.
- can talk about the effectiveness of different geographical representations of a location.
- know that they can 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.

Locational knowledge

- demonstrate knowledge of features about familiar places and beyond the UK. I can recognise that people have differing qualities of life living in different locations and environments.
- know how the locality is set within a wider geographical context. I know about the wider context of places e.g. county, region, country

Human and physical

- describe how humans affect the environment over time
- say why people seek to manage and sustain their environment.
- understand the effect of landscape features on the development of a locality.
- : types of settlement and land use

Place knowledge

- know about the wider context of places – region, country.

Year 6

Geographical skills and fieldwork

- can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- know how to use a widening range of geographical terms e.g. specific topic vocabulary such as urban, rural, land, use, sustainability, tributary, trade links.

Locational knowledge

- recognise the different shapes of countries.
- identify the physical characteristics and key topographical features of the countries within North and South America.
- locate North and South America on a map , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Human and physical

- know how to describe key aspects of human geography, especially economic activity including trade links.

Place knowledge

- identify the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America.