



Curriculum Progression Map

Subject: Geography.

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 (autumn 1)	Year 4	Year 5	Year 6
<p>Key questions</p> <p>Unlocking the map- how do we use maps?</p> <p>What are maps used for?</p> <p>Why are they important?</p>	<p>Following the flow- the journey of rivers.</p> <p>Can you name the key features of rivers? What is special about our local river?</p>	<p>Location, Location, Location- a study of settlements.</p> <p>Why do people choose to live in particular areas?</p>	<p>The shrinking world- how does trade connect us?</p> <p>What does globalisation mean? How do our shopping choices impact on the wider world?</p>	
<p>Knowledge</p> <p>Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.</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, six figure grid references, maps, symbols and keys</p>	<p>Name, locate and describe some of the UKs (Thames, Severn) and the world's major rivers (Nile, Amazon) employing the use of the eight points of a compass, maps, symbols and keys.</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>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 keys.</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>Land Use: Identify types of land use (residential, commercial, industrial, recreational) and how they change.</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>Understand food miles and their impact on the environment.</p>	

	<p>Understand land use of the local area.</p> <p>Identify and use symbols used on ordnance survey maps.</p> <p>Understand the difference between human and physical features and identify some in the local area.</p>	<p>Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions.</p> <p>Describe and explain river formation and key features of river systems, including Source, spring, waterfall, rapids, valley, meander, tributary, flood plain, estuary, and mouth.</p> <p>Understand erosion, transportation and deposition.</p> <p>Understand how humans use rivers for power, transport and water supply.</p> <p>Examining the River Misbourne, observing its features, and taking field measurements. (Fieldwork)</p> <p>River Journey: Mapping the journey of the River Misbourne from upland source to sea mouth.</p>	<p>Patterns: Explore settlement patterns, including nucleated (clustered), linear, and dispersed.</p> <p>Map Skills: Use maps, atlases, and aerial photographs to identify human features, land-use patterns, and land use changes.</p> <p>Comparison: Comparing the services, population, and size of villages, towns, and cities.</p> <p>Fieldwork: Observing and recording human features and land use in the local area</p>	
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Spring	Year 3 (done in autumn 2)	Year 4	Year 5	Year 6
Key questions	<p>Extreme Earth- exploring the earth's core.</p> <p>What are the different layers of the earth?</p> <p>How do movements deep inside the earths core impact the earths surface?</p> <p>What are natural disasters?</p>	<p>Peak performance- the geography of mountains.</p> <p>How are mountains formed?</p>	Europe- A geographical mosaic.	The Amazing Americas- North and South: The geography of two continents.
Knowledge	<p>Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.</p> <p>Locate key Earthquake zones of the world, including an Earthquake location study.</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>Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Understanding the internal structure of the Earth (crust, mantle) and the structure of volcanoes (magma chamber, conduit, vent, crater).</p> <p>Plate Tectonics: Learning how plate movements cause volcanic activity, including the "Ring of Fire".</p>	<p>Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys.</p> <p>Describe and understand key aspects of mountain formation.</p> <p>Locational Knowledge: Identify key mountainous regions of the UK and the world, including using maps to find major mountain ranges.</p> <p>Physical Features: Learn vocabulary including peak, ridge, valley, tree line, scree, and glacier.</p> <p>Formation & Structure: Understand that mountains are formed by tectonic plates, particularly folding.</p> <p>Human Features: Investigate how humans live, farm, and visit mountain areas (tourism).</p>	<p>Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers).</p> <p>Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc).</p> <p>Identify and study the different climatic regions of the UK and Europe.</p> <p>Understand the effect of climate on land use and settlements in different areas of the world, including different European countries.</p> <p>Identify some European cities and settlements.</p> <p>Locational Knowledge: Identify the European continent, locate 44+ countries, major cities, and regions using maps, atlases, and globes.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a contrasting region within a European country.</p> <p>Physical Geography: Study key features including the four regions of Europe (Central Uplands, Western Uplands, North European Plain, and Alpine Mountains) and significant rivers.</p> <p>Human Geography: Explore settlement types, land use, and economic activity</p>	<p>Locate countries of North and South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).</p> <p>Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes. population).</p> <p>Understand and compare the climate of North and South America with the UK.</p> <p>Study and understand why the south and north poles have long periods of light or dark according to the time of year and how people who live there adapt their lives accordingly.</p> <p>Create a tourist map of a country of your choice.</p>

	<p>:</p> <p>Identifying famous volcanoes on a world map.</p> <p>Investigating specific eruptions to understand the immediate and long-term effects.</p>		<p>across European countries.</p> <p>Geographical Skills: Use eight-point compass directions, four/six-figure grid references, and digital mapping to describe features.</p>	
Summer	Year 3	Year 4	Year 5	Year 6
Key questions	<p>Weather and climate- what in the world's weather?</p> <p>Weather and climate around the world.</p>	<p>Where land and sea collide- a study on coastlines.</p> <p>What are the key features of coastal areas?</p>	<p>The lungs of the planet- why rainforests matter.</p> <p>Why is the Amazon rainforest so important?</p>	<p>Choose Chalfont- an in depth look at our local area.</p> <p>What is special about the River Misbourne?</p> <p>Why did Chalfont St Peter flood?</p>
Knowledge	<p>Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions.</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>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, six figure grid references, maps, symbols and keys</p> <p>Identify and describe coastal and mountain features of the UK.</p>	<p>Identifying the location of the Amazon in relation to the Equator, Tropic of Cancer and Tropic of Capricorn</p> <p>Understanding the climate and features of the Amazon rainforest</p> <p>Understanding the key layers of the rainforest and why they are vital habitats for diverse plants and animals</p> <p>Learning how deforestation, land use and the reliance of people on forests (indigenous populations, economic resources) affect the environment.</p> <p>Using maps , atlases and digital mapping to locate rainforests and identify patterns of biodiversity.</p>	<p>Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys.</p> <p>Conducting in-person observation and recording of the school grounds and surrounding environment.</p> <p>Studying local land-use patterns, settlements (villages, towns, cities), and economic activity.</p> <p>Identifying local landforms, rivers, and weather patterns.</p> <p>Understanding how the local environment has changed and developed.</p> <p>Developing skills to describe the</p>

				physical and human features of the local area. Presenting recorded data in various formats (e.g., sketch maps, digital technology). Comparing the local area to other regions in the UK and the world
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Impact: End Points

Desired outcomes at the end of each year group.	Year 3	Year 4	Year 5	Year 6
	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. <p>Locational knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and physical</p> <ul style="list-style-type: none"> 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 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 <p>Locational knowledge</p> <ul style="list-style-type: none"> I can identify where the major rivers of the world are located. <p>Human and physical</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography particularly rivers, including a study on a local river. know about the physical features of coasts and begin to understand erosion and deposition. <p>Place knowledge</p> <ul style="list-style-type: none"> demonstrate an understanding as to why there are similarities and differences between places. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical</p> <ul style="list-style-type: none"> 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. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. <p>Locational knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and physical</p> <ul style="list-style-type: none"> know how to describe key aspects of human geography, especially economic activity including trade links. <p>Place knowledge</p>

	<p>Place knowledge</p> <ul style="list-style-type: none">• show an awareness of how places relate to each other, within the UK and beyond.		<ul style="list-style-type: none">• : types of settlement and land use <p>Place knowledge</p> <ul style="list-style-type: none">• know about the wider context of places – region, country.	<ul style="list-style-type: none">• 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.
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