Geography Curriculum and Progression of Skills

The National Curriculum in Geography states that a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At BHJS our Geography Curriculum aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching will equip pupils with knowledge about diverse places, people, resources, natural and human environments. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The geography curriculum is taught using a breadth of geographical skills and children are given the opportunity to use the skills and knowledge taught in field trips and visits. These visits allow the children to learn outside of the classroom thus immersing and enriching their experience of geography and its everyday importance. Wherever possible the geography curriculum is enhanced with discussion and investigation into matters that arise that affect humanity globally or locally.

Areas of Study	Year 3	Year 4	Year 5	Year 6
	Where on Earth are we? Mountains, Volcanoes & Earthquakes.	Biomes S. America - rainforests	Water and climate Rivers	Natural resources Energy & Sustainability

Progression of Skills

Location Knowledge				
	National Curriculum **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).**			
	Year 3	Year 4	Year 5	Year 6
	• Continents and oceans • Northern and southern Hemisphere, Equator • Europe, its countries and their location	• Location of Equator, Tropic of Cancer and Tropic of Capricorn • Lines of longitude and latitude • Biomes around the world	• Location of seas and oceans around the world and specifically the UK • Where do we find the Earths water?	• What and where are the worlds natural resources • What and where are the natural resources in the UK

	• UK countries and counties. • Hertfordshire location relative to other counties and London. St Albans – location. • Italy – regions and capital. • Location of the Earth's tectonic plates • Mountain ranges across the world	• Continents and countries around the world • Location of S. America and its countries, capital cities • Location of Brazil • Amazon rainforest – how this has changed over time	• Location of climate zones – focus on levels of precipitation • Topography of the UK • Location of rivers around the world, in the UK and locally • River Thames from source to mouth • North America and its states • Mississippi River from source to mouth	• Location and key features of Iceland relating to energy production
Place Knowledge	**National Curriculum** **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.**			
	Year 3	Year 4	Year 5	Year 6
	• UK – region of Hertfordshire with a focus on St. Albans including human & physical characteristics. • Compare with Italy – focus on Rome including human and physical characteristics	• UK biome and land use compared to South America. • Amazon rainforest compared to local study – Heartwood Forest.	• Water as a resource around the world comparing water rich and water poor regions. • Comparison of UK vs N. America specifically relating to rivers. • Human and physical features of River Thames and its estuary vs Mississippi and its delta.	• UK vs other countries in terms of natural resources and energy production / consumption / trade. Global comparison • Iceland compared to London / St Albans in terms of sustainability.

Human and Physical Geography	**National Curriculum describe and understand key aspects of:** **Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.** **Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**			
	Year 3	Year 4	Year 5	Year 6
	PHYSICAL • Main physical features of 4 countries in the UK. • Physical features in St Albans and the surrounding area. • Physical features of Italy and Rome. • Tectonic plates – what are they and where are they? • Mountain ranges around the world – how are they formed? • Volcanoes – key features and formation • Earthquakes – key features and formation HUMAN • Human features of the 4 countries in the UK. • Human features of St Albans and the surrounding area – tourism, market trade and transport links. • Human features of Rome and the surrounding area – tourism, trade and transport links. • Impact and adaptations for humans linked to volcanoes and earthquakes.	PHYSICAL • Biomes: features (aquatic, grassland, forest – temperate and tropical rainforest), desert, tundra. • Tropical rainforests features including water cycle. • Physical features of S. America and Brazil. • Amazon rainforest physical features. • Physical features of local study Heartwood Forest. HUMAN • Impact of biomes on population and settlement including indigenous tribes in S. America. • Urbanisation, deforestation and trade – their impact on humans and environment. • Heartwood Forest. Tourism and forest development – impact on local community.	PHYSICAL • The water cycle • Climate zone and their features • Precipitation / water around the world • Extreme weather and flooding • Rivers, seas and oceans around the world and in the UK. • Local rivers – Ver and Gade features. • Stages of a river's course. • How rivers shape the land. • Physical features of N. America and focus on Mississippi River. Compare with River Thames UK. HUMAN • Water as a resource – scarcity • Water treatment in UK and elsewhere – human impact. • Impact of flooding and prevention on humans / settlements. • Compare human features of the Thames in UK and Mississippi in North America.	PHYSICAL • Natural resources – what does this mean and what are the key ones. • Natural resources around the world. • Focus on natural resources in the UK. HUMAN • Importance of natural resources • Impact on humans and environment mining resources • Impact on population, distribution and access, trade and economy • Renewable and non-renewable energy sources. • Sustainability – impact on settlements, population and environment.

<table>
<tr><td rowspan="2">Geographical Skills and Fieldwork</td><td colspan="4">National Curriculum
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.</td></tr>
<tr><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr>
<tr><td></td><td>• 4 points of a compass
• Basic map symbols and importance of a key
• Plan a route
• Draw a simple sketch map
• Use atlas and digital maps
• Use of aerial photographs
• Data collection – shop / market trade survey</td><td>• 4 points of a compass
• Additional map symbols specifically relating to type of land / forests
• Google Earth and digital map use looking at rainforests and S. America
• Use of atlases looking at biomes and land use
• Data collection and field sketch – Heartwood Forest, Kew Gardens.</td><td>• 8 points on a compass
• Use atlases, Google Earth and digital maps
• 4 figure grid references
• OS maps – symbols
• Data collection, analysis and presentation/graphing of data using computer software.
• Field trip – measuring width and depth of a river and speed of flow.
• Field sketch of a river.
• Sketch map of local study.</td><td>• 8 points on a compass
• 6 figure grid references – orienteering
• OS maps and symbols
• Use of maps and atlases – understand the concept of scale for maps
• Fieldwork collecting data on sustainability in local area</td></tr>
<tr><td>Key Vocabulary</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr>
<tr><td></td><td>Northern and Southern Hemisphere
United Kingdom, Scotland, England, Wales, Northern Ireland
Ireland, Italy, France, Germany, Spain
Hertfordshire, Buckinghamshire, Bedfordshire, Cambridgeshire, Essex
Greater London
Rome, Lazio, Mount Vesuvius, Pompeii
Tectonic plates
Lava, crust, mantle, core, magma, erupt
Altitude, summit, mountain, volcano
Contour lines
North, South, east, West
Tourism, trade, transport
Settlement, city, cathedral</td><td>Equator, Tropic of Cancer, Tropic of Capricorn
Longitude, latitude
Biome, ecosystem,
tundra, savannah, desert, grasslands, rainforest, temperate forest, tundra,
flora, fauna,
climate
South America, Brazil, Amazon
Deforestation, urban/isation, indigenous
Environment, population,
Forestry
Trade
Field sketch</td><td>Atlantic, Pacific, Arctic, North Sea, Irish Sea, English Channel
Water cycle, precipitation, condensation, evaporation, run-off
Climate zones, polar, temperate, tropical, desert, climate
River Thames, River Severn, Mississippi River, Amazon, River Nile, River Volga, River Ver, River Gade, Dam, hydro-electric power, Thames Barrier
Scarcity, flooding, pollution, treatment
Upper, middle and lower course, flood plain, erosion, deposition, meander, transportation, tributary, confluence, mouth, source, delta terrain, ox-bow lake
grid reference contour lines, settlement, industry, tourism</td><td>Natural resource, exhaustible, renewable
Fossil fuels, minerals, stone, wood, soil, water, animals
Wind power, turbines, off-shore
Geothermal
Distribution, access, trade, economy, import, export, fair trade
consume
Sustainability, population, food miles
Conservation
Freiburg, Germany, Iceland</td></tr>
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Impact Statements	Year 3	Year 4	Year 5	Year 6
	I can - name and label the four cardinal compass points and use these to describe how things relate. - find and label the four countries of the United Kingdom and describe some key human and physical features of each one. - locate St Albans on a map and know in which county it is located. - describe human and physical features of St. Albans -find Italy and Rome on a map of Europe - compare the physical and human features of Rome and St Albans - name a volcano and find it on an appropriate map. - understand the basic principles of tectonic plates, mountains and volcanoes. - understand how volcanic activity can impact humans and the environment. - draw a simple sketch map - name a selection of basic OS map symbols - plan a route - collect and interpret geographical data	I can - name and label the four cardinal compass points and use these to describe how things relate. - locate the equator, tropic of Cancer and tropic of Capricorn on a map. - locate lines of longitude and latitude. - describe what a biome is. - locate the different types of biomes around the world and understand their key features. - understand that different biomes can exist within a country. - find South America on a world map - identify key physical and human features of South America. - find Brazil on a map of South America and identify the key human and physical features. - can locate the Amazon rainforest on a map. - describe the features of tropical rainforest biomes. - understand the impact of deforestation on the human and physical environment. - compare tropical rainforest to the temperate rainforests in the UK including a local study. - understand why settlements are located where they are, specifically Egypt and Greece (link to History) - collect and interpret geographical data - use an atlas and an online atlas. - name a selection of OS map symbols.	I can -Locate and label the world's oceans and the seas around the UK. -understand where the Earth's water is found -locate and describe the different climate zones around the world. -understand how the topography of the UK affects precipitation. -locate and label the main rivers in the UK and around the world including the Thames and the Mississippi. -identify the key human and physical features of N. America including the Mississippi and its delta. -Make comparisons between the Thames in the UK and the Mississippi both in human and physical geographical terms. -Understand the features of the water cycle and its relative processes. -Understand the impact of water scarcity and flooding on humans and the environment. -describe the stages of a river's course -understand how rivers shape the land -understand how water is treated and why this is important – compare the UK with countries that do not have clean water. -label the eight points on a compass -use atlases and digital mapping -use 4 figure grid references in map work. -use a variety of OS symbols -collect and analyse geographical data	I can -name and locate the world's main natural resources -understand what natural resources are used for and how important they are -name and locate the natural resources in the UK -locate different countries around the world and understand the differences in natural resources -locate Iceland and understand how they produce and use geothermal energy -understand the importance of natural resources and how we use them has an impact on humans and the environment -understand the difference between renewable and non-renewable energy sources -understand the impact of sustainability on populations, settlements and the environment -label the eight points on a compass -use 6 figure grid references in map work -use a variety of OS symbols -collect and analyse geographical data