



CURRICULUM PROGRESSION GRID: GEOGRAPHY

UPPER KEY STAGE 2

Location Knowledge	Place Knowledge	Human & Physical	Geographical skills & Fieldwork
<p>NC Link Children by the end of KS2 should be able to:</p> <p><u>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</u></p> <ul style="list-style-type: none"> ➤ Locating more countries in Europe and North and South America using maps. ➤ Locating major cities of the countries studied. Locating key physical features in countries studied on a map . ➤ Locating key human features in countries studied. Identifying significant environmental regions on a map. ➤ Using maps to show the distribution of the world's 	<p>NC Link Children by the end of KS2 should be able to:</p> <p><u>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</u></p> <ul style="list-style-type: none"> ➤ Describing and explaining similarities between two regions studied. ➤ Describing and explaining differences between two regions studied. ➤ Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. ➤ Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how 	<p>NC Link Children by the end of KS2 should be able to:</p> <p><u>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</u></p> <ul style="list-style-type: none"> ➤ Describing and understanding the key aspects of the seven biomes. ➤ Describing and understanding the key aspects of the six climate zones. ➤ Describing and understanding the key aspects and distribution of the vegetation belts in relation to the seven biomes, climate and weather. ➤ Giving examples of alternative viewpoints and 	<p>NC Link Children by the end of KS2 should be able to:</p> <p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</u></p> <ul style="list-style-type: none"> ➤ Confidently using and understanding maps at more than one scale. ➤ Using atlases, maps, globes and digital mapping to locate countries studied. ➤ Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. ➤ Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).

<p>climate zones, biomes and vegetation belts.</p> <ul style="list-style-type: none"> ➤ To know the name of many countries and major cities in Europe and North and South America. ➤ To know the location of key physical features in countries studied. ➤ To know that climate zones are areas of the world with similar climates.* ➤ To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* ➤ To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* <p><u>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</u></p>	<p>both climates have an impact on trade, land use and settlement.</p> <ul style="list-style-type: none"> ➤ Explaining what measures humans have taken in order to adapt to survive in hot places. ➤ Using maps to explore wider global trading routes. ➤ To know some similarities and differences between the UK and a European mountain region. ➤ To know why tourists visit mountain regions. 	<p>solutions regarding an environmental issue and explaining its links to climate change</p> <ul style="list-style-type: none"> ➤ To know that climate zones are areas of the world with similar climates.* ➤ To know the world's different climate zones.* ➤ To know vegetation belts are areas of the world that are home to similar plant species.* ➤ To name and describe some of the world's vegetation belts. <p><u>Describe and understand key aspects of: 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</u></p> <ul style="list-style-type: none"> ➤ Describing and understanding economic activity including trade links. ➤ Suggesting reasons why the global population has grown significantly in the last 70 years. 	<ul style="list-style-type: none"> ➤ Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. ➤ Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. ➤ Beginning to use thematic maps to recognise and describe human and physical features studied. ➤ Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose <p><u>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</u></p> <ul style="list-style-type: none"> ➤ Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
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<p><u>understand how some of these aspects have changed over time.</u></p> <ul style="list-style-type: none"> ➤ Locating many counties in the UK. ➤ Locating many cities in the UK. ➤ Confidently locating the twelve geographical regions of the UK. ➤ Identifying key physical and human characteristics of the geographical regions in the UK. ➤ Understanding how land-use has changed over time using examples. ➤ Explaining why a locality has changed over time, giving examples of both physical and human features. ➤ To know the name of many counties in the UK. ➤ To know the name of many cities in the UK. ➤ To confidently name the twelve geographical regions of the UK. ➤ To know that London and the South East regions have the largest population in the UK. ➤ Identifying the location of the Prime/Greenwich Meridian 		<ul style="list-style-type: none"> ➤ Describing the ‘push’ and ‘pull’ factors that people may consider when migrating. ➤ Understanding the distribution of natural resources both globally and within a specific region or country studied. ➤ Recognising geographical issues affecting people in different places and environments. ➤ Describing and explaining how humans can impact the environment both positively and negatively, using examples. ➤ To know the global population has grown significantly since the 1950s. ➤ To know which factors are considered before people build settlements. ➤ To know migration is the movement of people from one country to another. ➤ To know that natural resources can be used to make energy. ➤ To know some positive impacts of humans on the environment. 	<ul style="list-style-type: none"> ➤ Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. ➤ Confidently giving instructions using the 8 points of a compass. ➤ Following a short pre-prepared route on an OS map. ➤ Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass. <p><u>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.</u></p> <ul style="list-style-type: none"> ➤ Making sketch maps of areas studied including labels and keys where necessary. ➤ Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question ➤ Selecting appropriate methods for data collection.
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<p>and time zones (including day and night) and explaining its significance.</p> <p><u>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)</u></p> <ul style="list-style-type: none"> ➤ Using longitude and latitude when referencing location in an atlas or on a globe. ➤ To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. 		<ul style="list-style-type: none"> ➤ To know some negative impacts of humans on the environment. 	<ul style="list-style-type: none"> ➤ Designing interviews/questionnaires to collect qualitative data. ➤ Using standard field sampling techniques appropriately. ➤ Using GIS (Geographical Information Systems) that allows pupils to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. ➤ Collecting quantitative data in pie charts, line graphs and graphs with two variables. Conducting interviews/questionnaires to collect quantitative data. ➤ Interpreting and using real-time/live data. ➤ Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. ➤ Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
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			<ul style="list-style-type: none"> ➤ Evaluating evidence collected and suggesting ways to improve this. ➤ Analysing quantitative data in pie charts, line graphs and graphs with two variables.
Theme links: How can we make our local area more environmentally friendly? (CA:A1) Why do Oceans matter? (CA:Spr 2) Why does population change? (CA: Sum 2) What is life like in the Alps? (CB:A1) Why do natural resources matter? (CB:Spr 2) Would you like to live in the desert? (CB:Sum 2)	Theme links: What is life like in the Alps? (CB:A1) Why does population change? (CA: Sum 2) Why do natural resources matter? (CB:Spr 2) Would you like to live in the desert? (CB:Sum 2)	Theme links: How can we make our local area more environmentally friendly? (CA:A1) What is life like in the Alps? (CB:A1) Why do Oceans matter? (CA:Spr 2) Why does population change? (CA: Sum 2) Why do natural resources matter? (CB:Spr 2) Would you like to live in the desert? (CB:Sum 2)	Theme links: How can we make our local area more environmentally friendly? (CA:A1) What is life like in the Alps? (CB:A1) Why do Oceans matter? (CA:Spr 2) Why does population change? (CA: Sum 2) Why do natural resources matter? (CB:Spr 2) Would you like to live in the desert? (CB:Sum 2)
Build on LKS2 Children by the end of KS2 should be able to: <u>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</u>	Build on LKS2 Children by the end of KS2 should be able to: <u>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.</u>	Build on LKS2 Children by the end of KS2 should be able to: <u>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</u>	Build on LKS2 Children by the end of KS2 should be able to: <u>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</u> <ul style="list-style-type: none"> ➤ Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and

<ul style="list-style-type: none"> ➤ Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. ➤ Locating some key physical features in countries studied on a map including significant environmental regions. ➤ Locating some key human features in countries studied. ➤ Locating the world's most significant mountain ranges on a world map and identifying any patterns. ➤ Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. ➤ Locating some of the world's most significant rivers and identifying any patterns. ➤ To know where North and South America are on a world map. ➤ To know the names of some countries and major cities in Europe and North and South America. ➤ To know the names of some of the world's most significant mountain ranges. 	<ul style="list-style-type: none"> ➤ Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. ➤ Describing how and why humans have responded in different ways to their local environments. ➤ Comparing the climate in a studied region of the UK with that of a region of Europe and discussing how both climates have an impact on trade, land use and settlement. ➤ Explaining what measures humans have taken in order to adapt to survive in cold places. ➤ Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. ➤ To know the negative effects of living near a volcano. ➤ To know the positive effects of living near a volcano. ➤ To know the negative effects an earthquake can have on a community. <p>To know ways in which communities respond to earthquakes.</p>	<ul style="list-style-type: none"> ➤ Mapping and labeling the seven biomes on a world map. Understanding how biomes are changing in relation to climate. ➤ Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. ➤ Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. ➤ Describing how humans use water in a variety of ways. ➤ To know that the water cycle is the processes which move water around our Earth and to be able to name those processes. ➤ To know the key features of a river. ➤ To know the different types of mountains and volcanoes and how they are formed. 	<p>beginning to use digital mapping to locate countries studied .</p> <ul style="list-style-type: none"> ➤ Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . ➤ Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. ➤ Zooming in and out of a digital map. <p><u>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</u></p> <ul style="list-style-type: none"> ➤ Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. ➤ Accurately using 4-figure grid references to locate features on a map in regions studied.
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<ul style="list-style-type: none"> ➤ To know the names of some of the world's most significant rivers. ➤ To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. ➤ To know that biomes are areas of world with similar climates, vegetation and animals.* ➤ To know the world's biomes * ➤ To know vegetation belts are areas of the world which are home to similar plant species.* <p><u>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</u></p> <ul style="list-style-type: none"> ➤ Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). 		<ul style="list-style-type: none"> ➤ To know that an earthquake is the intense shaking of the ground. ➤ To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* ➤ To know the world's biomes.* ➤ To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. <p><u>Describe and understand key aspects of: 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.</u></p> <ul style="list-style-type: none"> ➤ Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. ➤ Explaining why different locations have different human features. 	<p>Beginning to give instructions using the 8 points of a compass.</p> <ul style="list-style-type: none"> ➤ Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. ➤ Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. <p><u>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.</u></p> <ul style="list-style-type: none"> ➤ Mapping land use in a small local area using sketch maps and plans. ➤ Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.
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<ul style="list-style-type: none"> ➤ Beginning to locate the twelve geographical regions of the UK. ➤ Identifying key physical and human characteristics of geographical regions in the UK. ➤ Identifying how topographical features studied have changed over time using examples. ➤ Describing how a locality has changed over time, giving examples of both physical and human features. ➤ To know the name of some counties in the UK (local to your school). ➤ To know the name of some cities in the UK (local to your school). ➤ To know the name of the county that they live in and their closest city. ➤ To begin to name the twelve geographical regions of the UK. ➤ To know the main types of land use.* ➤ To know some types of settlement.* <p><u>Identify the position and significance of latitude, longitude, Equator,</u></p>		<ul style="list-style-type: none"> ➤ Explaining why people might prefer to live in an urban or rural place. ➤ Describing how humans can impact the environment both positively and negatively, using examples. ➤ To know the main types of land use.* ➤ To know the different types of settlement.* ➤ To know water is used by humans in a variety of ways. ➤ To know an urban place is somewhere near a town or city. ➤ To know a rural place is somewhere near the countryside. ➤ To know that a natural resource is something that people can use which comes from the natural environment. <p>To know the threats to the rainforest both on a local and global scale.</p>	<ul style="list-style-type: none"> ➤ Asking and answering one-step and two-step geographical questions. ➤ Observing, recording, and naming geographical features in their local environments ➤ Using simple sampling techniques appropriately. ➤ Making digital audio recordings for a specific purpose. ➤ Designing a questionnaire / interviews to collect quantitative fieldwork data. ➤ Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. ➤ Drawing simple maps and plans to scale (e.g 1m = 1 square) ➤ Using a simplified Likert Scale to record their judgements of environmental quality. Collecting quantitative data in charts and graphs. ➤ Using a questionnaire / interviews to collect quantitative fieldwork data. ➤ Presenting data using plans, freehand sketch maps,
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<p><u>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)</u></p> <ul style="list-style-type: none"> ➤ Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. ➤ Identifying the position of the Tropics of Cancer and Capricorn and their significance. ➤ Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. ➤ Identifying the position and significance of both the Arctic and Antarctic Circle. ➤ To know that countries near the Equator have less seasonal change than those near the poles. ➤ To know that the Equator is a line of latitude indicating the hottest places on Earth and 			<p>annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <ul style="list-style-type: none"> ➤ Suggesting different ways that a locality could be changed and improved. ➤ Finding answers to geographical questions through data collection. <p>Analysing and presenting quantitative data in charts and graphs.</p>
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<p>splitting our globe into the Northern and Southern Hemispheres.</p> <ul style="list-style-type: none"> ➤ To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. ➤ To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. ➤ To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. ➤ To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. ➤ To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. <p>To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p>			
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<p style="text-align: center;">Intent</p> <p style="text-align: center;"><i>“The Study of Geography is more than about memorising places on a map – it is about understanding the complexity of our world”.</i></p> <p style="text-align: center;"><i>(Barack Obama)</i></p> <p>At Hoyle Court Primary School it is our vision that high quality Geography education should inspire your child with a curiosity and sense of wonder about our world and its people, which will remain with them for the rest of their lives. Geography at Hoyle Court focusses on children’s knowledge, skills and understanding. The exciting topics chosen promote a progressive range of skills and knowledge that are taught year on year.</p> <p>Our curriculum aims to equip your child with knowledge about how places and landscapes are formed and the interaction between physical and human processes. We aim to deepen children’s understanding of how people and their environment interact so that they understand how a diverse range of societies and environments are interconnected.</p> <p>As your child progresses through school, they are encouraged to carry out hands-on fieldwork, analyse and evaluate findings and propose solutions to environmental problems (such as climate change). Fieldwork is essential and we enjoy exciting trips to a variety of places to experience Geography in action such as studying the surroundings of Saltaire with a map and a compass!).</p> <p>We develop pupils’ confidence and competence in specific geographical skills including map work and use of technology (digital mapping).</p> <p>The teaching of geography builds on children’s own experience and helps them face the challenges that will shape our societies and environments at a local, national and global scale.</p> <p>All our children leave us with a greater understanding of our world and how human beings occupy and respond to the world they inhabit</p> <p>Create maps of the local environment and beyond using different scales and six-figure grid referencing.</p>			

<p>Vocabulary</p> <p>Continent, oceans, sea, Africa, Asia, North America, South America, Europe, Antarctica, Oceania, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean (Antarctic Ocean), Arctic Ocean, Comparative language (warmer, cooler, humidity etc), Climate, Temperature, Precipitation, Climate zones, biomes, rivers, mountains, settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle, types of settlement (hamlet, village, town, city, ports, market town, resorts)</p>	<p>Vocabulary</p> <p>Equator, Tropic of Cancer/Capricorn, Comparative language (warmer, cooler, more humid etc.), settlement, growth, industry, trade, economic activity, types of settlement (hamlet, village, town, city, ports, market town, resorts), Climate, Temperature, Precipitation, Climate zones, biomes, rivers, mountains, settlement & land use, opportunity.</p>	<p>Vocabulary</p> <p>Settlements, Water cycle, condensation, evaporation, transpiration, precipitation, surface run off, ground water, comparative language (Warmer, cooler, more humid etc), types of settlement (hamlet, village, town, city, ports, market town, resorts), Climate, Temperature, Precipitation, Climate zones, biomes, rivers, mountains, settlement & land use, opportunity, Comparative language (warmer, cooler, more humid etc.), distribution.</p>	<p>Vocabulary</p> <p>Location, land use, settlement, erosion, delta, meander, North, South, West, East, North West, North East, South West, South East, OS maps, atlases, globes, digital mapping, measuring, recording, scale, referencing.</p>
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