

# Knowledge and Skills Progression Map

## Treales CE Primary School

### Geography

#### Willow Class Cycle A Year 3 and 4

	Autumn 1	Spring 1	Summer 1
Focus	How and why is my local environment changing?	How can we live more sustainably?	Beyond the Magic Kingdom
National Curriculum	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Human geography, including types of settlement and land use, economic activity including trade</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>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.</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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 <b>a region within North or South America.</b></li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Human geography, including types of settlement and land use, economic</li> </ul>

	<p>links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>activity including trade links, and the distribution of natural resources including energy, food, minerals, water.</p> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> </ul>
<p>Concepts</p>	<p>Environment - The particular physical and human features of a place. Processes - The natural events and human actions that bring about change in an environment. Distribution - The arrangement or pattern of where physical and human features are located. Location - The position of something. Land use - How people have decided to use an area for a specific purpose such as farming or building towns.</p>	<p>Environment - the particular physical and human features which make places distinctive. Interdependence - how people and their environments are connected and rely upon each other. Sustainability - improving our quality of life without having a negative impact on the environment. Interaction - the links or connections within and between different natural and human processes.</p>	<p>Environment - The particular physical and human features which make places distinctive. Distribution - The arrangement or pattern of where physical and human features are located. Location - The position of something on Earth. Processes - The natural events and human actions that bring about change in an environment.</p>

	<p>Transport - Move people and goods from one place to another using a vehicle, aircraft or ship.</p> <p>Change - The process by which something or somebody becomes different.</p> <p>Interaction - The links or connections within and between different natural and human processes.</p> <p>Settlement - Any place where people live such as a village or city.</p> <p>Economic activity - Making a product or providing something that others pay for.</p> <p>Scale - The size or extent of an area or place – local, regional, national, international and global.</p>	<p>Settlement - any place where people live such as a village or city.</p> <p>Development - the level of quality of life experienced by people living in different places around the world.</p> <p>Economic activity - making a product or providing something that others pay for.</p> <p>Transport - carry people or goods from one place to another by vehicle, aircraft or ship.</p> <p>Agriculture - growing crops and rearing animals on farms.</p> <p>Energy - the power needed to make something work.</p>	<p>Interaction - The links or connections within and between different natural and human processes.</p> <p>Hazard - Extreme physical or human events that can cause serious loss of life and destruction.</p> <p>Development - The level of quality of life experienced by people living in different places.</p> <p>Interdependence - How people and their environments are connected and rely upon each other.</p> <p>Region - An area of land that has common features such as a particular climate or religion.</p> <p>Weather - What is happening in the atmosphere at a given time e.g., sunshine, wind, rain.</p> <p>Climate - The average weather conditions of a place over a long period of time.</p> <p>Season - One of the four parts of the year when the weather changes significantly.</p> <p>Economic activity - Making a product or providing something that others pay for.</p>
<p>Key Vocabulary</p>	<p><b>Pattern</b> - how objects are arranged or laid out on the earth's surface.</p> <p><b>Pollution</b> - something added to the environment that is harmful to living things.</p> <p><b>Flash flood</b> - sudden flooding that occurs when rivers rise quickly with no warning after heavy rain.</p> <p><b>Deforestation</b> - cutting down huge areas of woodland to use the land for other purposes.</p> <p><b>Natural disaster</b> - a catastrophic event caused by a natural process that affects people and property.</p>	<p><b>Raw</b> - material things found in nature that are used to make products people use.</p> <p><b>Renewable</b> - energy from a source such as wind that is never used up (infinite).</p> <p><b>Non-renewable</b> - energy from a source such as oil which will eventually be used up (finite).</p> <p><b>Fossil fuel</b> - energy sources made of carbon such as oil that are non-renewable.</p> <p><b>Biodiversity</b> - the variety of plants and animals living in a particular place.</p>	<p>Pattern - how objects are arranged on the Earth's surface.</p> <p>Tourism - visiting places that involves staying away from home for one or more nights.</p> <p>Peninsula - a narrow piece of land jutting out into the sea and almost surrounded by water.</p> <p>Ecosystem - the community of living things to be found in a particular area which depend upon each other.</p> <p>Habitat - the natural home of living things such as plants or animals.</p>

	<p><b>Residential</b> - areas where the majority of land is occupied by people's homes.</p> <p><b>Commercial</b> - something involving making products or providing services to make money.</p> <p><b>Recreation</b> - activities people choose to do that help them relax or have fun.</p> <p><b>Leisure</b> - any activity someone chooses to do in their own time outside of work or school.</p> <p><b>Public service</b> - something provided for the benefit of people by the government.</p> <p><b>Hypothesis</b> - an idea, question or theory that can be investigated to see whether it has any validity or truth.</p> <p><b>Accessibility</b> - how easily and quickly a place or location can be reached.</p> <p><b>Correlation</b> - a way of finding out how closely related two sets of data are.</p> <p><b>Redevelopment</b> - demolishing derelict buildings and replacing them with modern homes, businesses and amenities.</p>	<p><b>Conservation</b> - the protection of environments to prevent their loss or destruction.</p> <p><b>Global warming</b> - the warming up of the Earth's atmosphere through the build-up of greenhouse gases such as carbon dioxide and methane.</p> <p><b>Deforestation</b> - cutting down huge areas of woodland to use the land for other purposes.</p> <p><b>Ecosystem</b> - the community of living things to be found in a particular area which depend upon each other.</p> <p><b>Habitat</b> - the natural home of a living thing such as a plant or animal.</p> <p><b>Pollution</b> - something added to the environment that is harmful to living things.</p>	<p>Pollution - something added to the environment that is harmful to living things.</p> <p>Endangered - any species of plant or animal likely to disappear for ever.</p> <p>Conservation - the protection of environments to prevent their loss or Destruction.</p> <p>Hurricane - a large rotating storm with high speed winds that forms over warm waters in tropical areas.</p> <p>Sub-tropical - a climate region of the world that lies between tropical and temperate areas.</p> <p>Temperate - places where the weather is mostly mild and damp.</p> <p>Evacuate - move from a place of danger to a safer location.</p> <p>Service - something that people buy but is not a physical product such as a holiday or insurance.</p> <p>Conflict - two or more things which clash or are opposed to each other.</p> <p>Management - working to make sure that human and environmental needs are balanced.</p>
<p>Prior Knowledge (indicate year group)</p>	<p><b>Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about:</b></p> <p>The type of settlement in which they live and its main physical and human features.</p> <p>In History studied some significant people, places and events in the local area.</p>	<p><b>Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about:</b></p> <p>A wide range of different natural and human environments at different scales around the world.</p> <p>The physical and human features of these environments.</p>	<p><b>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned about:</b></p> <p>The physical and human features of their own local area.</p> <p>Why earthquakes and volcanoes present a natural hazard to people living in different parts of the world.</p>

	<p>Compared the physical and human geography of their settlement with that in a contrasting settlement on the island of Borneo.</p>	<p>That environments change as a result of both physical and human processes.</p> <p>That environmental change can be both positive and negative.</p>	<p>Recreation and tourism when they studied the seaside and the reasons why people enjoy holidays in coastal areas</p>
<p>Key Knowledge (Substantive)</p>	<p>The difference between physical and human processes and events that affect environments.</p> <p>How the environment of my school and grounds has changed over time.</p> <p>Why locations in the local area of the school have changed.</p> <p>That there are often different views about whether environmental change is a positive thing.</p> <p>How the quality of the environment varies in the local area surrounding my school.</p> <p>How and why environments are changing at different locations around the world.</p> <p>That environmental change on a global scale affects our lives locally.</p> <p>How humans behave locally can contribute to global changes such as climate change.</p>	<p>What a natural resource is.</p> <p>The difference between renewable and non-renewable resources.</p> <p>How electricity is generated.</p> <p>The different sources of energy used to make electricity in the United Kingdom.</p> <p>Why fossil fuels are no longer used to generate electricity in the United Kingdom.</p> <p>How human created greenhouse gases contribute to global warming.</p> <p>What sustainability and sustainable development mean.</p> <p>How electricity is generated in a hydroelectric power station.</p> <p>The benefits of using renewable sources of energy in poorer countries of the world such as Nepal.</p> <p>How I could live in a more sustainable way both at home and at school.</p>	<p>The location, countries and main physical and human features of the continent of North America.</p> <p>That the United States of America is divided into fifty states.</p> <p>The location and main physical and human features of the state of Florida.</p> <p>Why the Magic Kingdom theme park in Florida is such a popular destination for tourists.</p> <p>The pattern of overseas visitors to the Magic Kingdom theme park.</p> <p>What a peninsula is and the location of the largest peninsulas in the world.</p> <p>Why the Kennedy Space Centre is located on the east coast of Florida.</p> <p>Why sea turtles in Florida are endangered and what is being done to conserve them.</p> <p>How the weather and climate of Florida compares with that of the United Kingdom.</p> <p>Why the climate of Florida attracts British tourists.</p> <p>How a hurricane forms and why they are a threat to Florida.</p> <p>How people in Florida respond to the danger of hurricanes.</p>

			The location and physical features of the Everglades and why it is a National Park.
Key Skills (Disciplinary)	<p>Describing - Giving an account of something.</p> <p>Selecting - Choosing the information most suitable and relevant.</p> <p>Sequencing - Arranging events or artefacts in their correct time order.</p> <p>Comparing and contrasting - Finding similarities and differences in how people lived at different times.</p> <p>Reasoning and speculating - Forming ideas about something without firm evidence.</p> <p>Synthesising - Combining a range of ideas and facts from different sources.</p> <p>Explaining - Showing understanding of how or why something happened.</p> <p>Empathising - Placing yourself in another's position to better understand their actions.</p>	<p>Describing - Giving an account of something.</p> <p>Selecting - Choosing the information most suitable and relevant.</p> <p>Sequencing - Arranging events or artefacts in their correct time order.</p> <p>Comparing and contrasting - Finding similarities and differences in how people lived at different times.</p> <p>Reasoning and speculating - Forming ideas about something without firm evidence.</p> <p>Synthesising - Combining a range of ideas and facts from different sources.</p> <p>Explaining - Showing understanding of how or why something happened.</p> <p>Empathising - Placing yourself in another's position to better understand their actions.</p>	<p>Describing - Giving an account of something.</p> <p>Selecting - Choosing the information most suitable and relevant.</p> <p>Sequencing - Arranging events or artefacts in their correct time order.</p> <p>Comparing and contrasting - Finding similarities and differences in how people lived at different times.</p> <p>Reasoning and speculating - Forming ideas about something without firm evidence.</p> <p>Synthesising - Combining a range of ideas and facts from different sources.</p> <p>Explaining - Showing understanding of how or why something happened.</p> <p>Empathising - Placing yourself in another's position to better understand their actions.</p>
Geographical techniques	<p><b>Fieldwork</b> - Data collection, recording, presentation and interpretation.</p> <p><b>Statistical representation</b> - Presenting data in scatter graphs.</p> <p><b>Mapwork - Interpreting and annotating thematic distribution maps</b> - O.S 1:25,000 maps, land use maps and positive and negative correlation.</p> <p><b>Imagery</b> - Terrestrial, aerial and satellite photographs and GIS <i>Google Earth Pro</i> and <i>Google Street View</i></p>	<p><b>Statistical representation</b> - Interpreting tabular data and constructing bar graphs and line graphs.</p> <p><b>Mapwork - Interpreting and annotating thematic distribution maps</b> - Political, relief, population density, pictorial and distribution maps.</p> <p><b>Imagery</b> - Terrestrial, aerial and satellite photographs and GIS <i>Google Earth Pro</i></p>	<p><b>Statistical representation</b> - Interpreting tabular data and constructing choropleth maps and climate graphs.</p> <p><b>Mapwork - Interpreting and annotating thematic distribution maps</b> - Political, relief, population density, pictorial and distribution maps.</p> <p><b>Imagery</b> - Terrestrial, aerial and satellite photographs and GIS <i>Google Earth Pro</i></p>

<p>Possible- sequence of lessons – enquiry questions?</p>	<p>Why do places change? How has my local area changed in the past? How did my local area change as a result of World War I? How and why does the quality of the environment change in my local area? How do NASA satellite images inform us of environmental change on a global scale?</p>	<p>What does being sustainable actually mean? How can we help to make our school more sustainable? Why are we seeing more wind and solar farms in the countryside? How is sustainable development helping the lapwing out of the red? How are solar cookers helping Sunita and her family to live more sustainably?</p>	<p>Why is the Magic Kingdom the most popular theme park in the world? Where is the Magic Kingdom? Why did the great Maya civilisation of Central America come to an end? Why do tourists come to the Magic Kingdom from some countries and not others? Why is the state of Florida a peninsula? Why is the Kennedy Space Centre in Florida? Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?</p>
<p>End of unit goals Suggested assessment task?</p>	<p><b>Identify, describe and explain</b> the difference between physical and human processes and events that affect environments. <b>Describe and explain</b> how the environment of my school and grounds has changed over time. <b>Identify, describe and explain</b> why some locations in the local area of the school have changed. <b>Understand</b> that there are often different views about whether environmental change is a positive thing. <b>Observe, identify, describe and explain</b> how the quality of the environment varies in the local area surrounding my school. <b>Identify, describe and explain</b> how and why environments are changing</p>	<p><b>Describe and explain</b> what a natural resource is. <b>Identify, describe and explain</b> the difference between renewable and non-renewable resources. <b>Understand</b> how electricity is generated. <b>Identify and describe</b> the different sources of energy used to make electricity in the United Kingdom. <b>Explain</b> why fossil fuels are no longer used to generate electricity in the United Kingdom. <b>Understand</b> how human created greenhouse gases contribute to global warming. <b>Understand</b> what sustainability and sustainable development mean. <b>Describe</b> how electricity is generated in a hydroelectric power station.</p>	<p><b>Identify and describe</b> the location, countries and main physical and human features of the continent of North America. <b>Recognise</b> that the United States of America is divided into fifty states. <b>Identify and describe</b> the location and main physical and human features of the state of Florida. <b>Explain</b> why the Magic Kingdom theme park in Florida is such a popular destination for tourists. <b>Identify, describe and explain</b> the pattern of overseas visitors to the Magic Kingdom theme park. Describe what a peninsula is and <b>identify the location</b> of the largest peninsulas in the world. <b>Explain</b> why the Kennedy Space Centre is located on the east coast of Florida.</p>

	<p>at different locations around the world.</p> <p><b>Understand</b> that environmental change on a global scale affects our lives locally.</p> <p><b>Understand</b> how humans behave locally can contribute to global changes such as climate change.</p>	<p><b>Explain</b> some of the benefits of using renewable sources of energy in poorer countries of the world such as Nepal.</p> <p><b>Describe and explain</b> some of the ways in which they might live in a more sustainable way both at home and at school.</p>	<p><b>Describe and explain</b> why sea turtles in Florida are endangered and what is being done to conserve them.</p> <p><b>Compare and contrast</b> how the weather and climate of Florida compares with that of the United Kingdom.</p> <p><b>Explain</b> why the climate of Florida attracts British tourists.</p> <p><b>Describe and explain</b> how a hurricane forms and why they are a threat to Florida.</p> <p><b>Explain</b> how people in Florida respond to the danger of hurricanes.</p> <p><b>Identify and describe</b> the location and physical features of the Everglades and why it is a National Park.</p>
<p>Suggestions for the development of greater depth</p>	<p><b>Understand</b> the concept of land use and identify, locate and explain the main types of land use in the local area.</p>	<p><b>Understand</b> that the concept of sustainability also includes physical and emotional wellbeing as well as conserving the natural environment.</p>	<p><b>Understand</b> the concept of development and how it helps to explain the pattern of tourists from countries around the world that visit Florida each year.</p>
<p>Enrichment opportunities</p>			