

Subject Progression for Geography

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
3	Rivers /Mountains/ The Water Cycle (Human and Physical Geography) <i>KEY QUESTION: Are all rivers the same as our local river?</i> <i>KEY VOCABULARY: source, meander, erosion, deposition, transportation</i>	AIM: Children to improve knowledge and understanding of the similarities and differences between local, national and global rivers. 1. To 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. 2. To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn. 3. To understand physical geography, including rivers. 4. To understand physical geography, including the water cycle. 5. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use locational and positional vocabulary. Identify human and physical features of the UK. Describe pattern across the country using the eight points of a compass. Develop knowledge of what the north of England is like as a region compared to the region where they live. Describe what a waterfall is. Identify and use vocabulary linked to the location of famous waterfalls around the world. Explain why people visit waterfalls and how tourists are a benefit / challenge for locals. Predict the journey of water to and from a waterfall. Understand the three processes involved in forming a waterfall. Understand the stages involved in forming a waterfall. Carry out fieldwork around school with the fieldwork stages of prediction, data collection, data analysis and conclusion. Learn about the journey of a river from source to mouth. Describe the journey of the River Tees from source to mouth and identify human and physical features along the course of the River Tees from an OS map. Describe the water cycle.

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		<p>6. To use the eight points of a compass to build knowledge of the United Kingdom.</p> <p>7. To use six-figure grid references to build knowledge of the United Kingdom.</p> <p>8. To use symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom.</p> <p>9. To 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 & digital technologies.</p>	<p>Understand the water cycle changes with the weather each season brings so it is a dynamic model.</p> <p>Evaluate how changes in weather affect the river and people.</p> <p>Identify our local river and know how people use the river.</p> <p>Understand how the river changes with the seasons and how this affects people.</p> <p>Use maps and OS maps to identify features and places along the course of local river.</p> <p>Understand how people use the river and how these uses have changed over time.</p> <p>Visit a local river to see it in real life, match features to the OS map and carry out tests to answer the fieldwork question.</p> <p>Gain knowledge and understanding about the River Nile in order to compare it to a local river and evaluate how similar the two rivers and their uses are.</p> <p>Evaluate answers to the key question using evidence for both sides of the argument before making a final decision.</p>
	<p>Settlement - Southampton</p> <p><i>KEY QUESTION: Is Southampton a gateway to the world?</i></p>	<p>AIM: Children to build their knowledge and understanding of the land use and settlement of Southampton and how Southampton is connected to the world.</p> <p>1. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical</p>	<p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of Hampshire and describe the pattern across the county using the four points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of Southampton and describe the pattern across the country using the four points of a compass.</p>

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	<p><i>KEY VOCABULARY: economy, tourism, population, urban, settlement</i></p>	<p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>2. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>3. To understand human geography, including types of settlement and land use.</p> <p>4. To understand human geography, including economic activity.</p> <p>5. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>6. To use the four points of a compass to build knowledge of the wider world.</p> <p>7. To use four and six-figure grid references to build knowledge of the United Kingdom and the wider world.</p> <p>8. To use symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.</p>	<p>Identify the land use in Southampton.</p> <p>Identify changes to housing through the city.</p> <p>Justify the type of settlement Southampton is using evidence.</p> <p>Carry out virtual fieldwork to gather evidence from two areas in Southampton.</p> <p>Evaluate how connected Southampton is to the world.</p> <p>Locate Southampton in the world.</p> <p>Identify and describe the destinations of planes from Southampton and Heathrow.</p> <p>Compare the activity of both airports and evaluate whether Southampton airport is the gateway to the world.</p> <p>Explain the positive and negative impacts of the airport for the people, economy and environment of Southampton.</p> <p>Locate Southampton in the world.</p> <p>Identify and describe the destinations of cruise ships from Southampton.</p> <p>Explain the positive and negative impacts of the docks and the airport for the people, economy and environment of Southampton.</p> <p>Compare the positive and negative impacts of the docks and the airport.</p> <p>Describe the route of the Titanic using geographic vocabulary.</p> <p>Describe the nationality of passengers on the Titanic.</p>

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		9. To 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 & digital technologies.	<p>Compare the docks in 1910 to 2019 with links to people, the economy and the environment.</p> <p>Discuss how the sinking and loss of so many crew from Southampton affected the city.</p> <p>Evaluate answers to the key question using evidence for both sides of the argument before making a final decision.</p>
4	<p>Greece – European Place Study</p> <p><i>KEY QUESTION: True or False – Athens is a world away from our local area?</i></p> <p><i>KEY VOCABULARY: climate, economy, tourism, time zones, topography</i></p>	<p>AIM: Children to build their knowledge and understanding of Athens/Greece in order to identify and evaluate the similarities and differences with their local area.</p> <p>1. To locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>2. To identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian and time zones (including day and night).</p> <p>3. To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p>Use accurate knowledge of the location of each continent and ocean.</p> <p>Identify continents and oceans bordering Europe.</p> <p>Identify the human and physical features of Europe and describe the pattern across the continent using the four points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify human and physical features of Athens and describe the pattern across the country using the four points of a compass.</p> <p>Develop knowledge of the human and physical features of Athens and their local area.</p> <p>Use maps and images to compare the similarities and differences between the two places.</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, graphs and digital technologies</p>

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		<p>4. To understand physical geography, including climate zones.</p> <p>5.To understand physical geography, including mountains.</p> <p>6. To understand human geography, including types of settlement and land use.</p> <p>7. To understand human geography, including economic activity.</p> <p>8. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>9. To use the four (introduce eight) points of a compass to build knowledge of the wider world.</p> <p>10. To use symbols and keys to build knowledge of the wider world.</p> <p>11. To 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 & digital technologies.</p>	<p>Develop knowledge of the physical features in both areas and be able to compare them.</p> <p>Understand how the settlement and land use are different between the locations.</p> <p>Develop knowledge of the different climates, the changes throughout the year and how this affects people's lives.</p> <p>Reflect about why the climate is different in Athens to Havant.</p> <p>Understand why people are employed in their local area and how people spend their money to benefit the local area.</p> <p>Develop knowledge about how Athens makes money and compare the similarities and differences to the local area.</p> <p>Evaluate answers to the key question using evidence for both sides of the argument before making a final decision.</p>

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	<p>Counties/Cities/ Land Use (Human and Physical Geography)</p> <p><i>KEY QUESTION: Where are the human and physical features in the UK?</i></p> <p><i>KEY VOCABULARY: county, tourism, mountain range, urban, rural</i></p>	<p>AIM: Children to improve locational knowledge of human and physical features around the UK.</p> <ol style="list-style-type: none"> 1. To locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2. To 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. 3. To identify the position and significance of the Equator, Northern Hemisphere, Arctic Circle, latitude, longitude. 4. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 5. To use the eight points of a compass to build knowledge of the United Kingdom. 	<p>Accurately locate each continent and ocean.</p> <p>Identify continents and oceans bordering Europe.</p> <p>Identify the human and physical features of Europe and describe the pattern across the continent using the eight points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of the UK and describe the pattern across the country using the eight points of a compass and specific countries.</p> <p>Use different types of maps to identify human and physical features around the UK.</p> <p>Use key vocabulary and gain knowledge and understanding of the human and physical features around the UK.</p> <p>Draw an accurate map of the human and physical features in the UK with symbols and a key.</p> <p>Use fieldwork when on location in Havant and Northney to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies</p>

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		6. To use symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom.	
5	Economic Activity Mexico's Chocolate Industry <i>KEY QUESTION: What is unique about chocolate?</i> <i>KEY VOCABULARY: economy, climate, employment, tourism, fair trade</i>	<p>AIM: To improve knowledge and understanding of economic activity linked to chocolate and how the UK is connected to North America through trade</p> <p>1. To locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>2. To identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night).</p> <p>3. To understand physical geography: climate zones.</p> <p>4. To understand physical geography: biomes and vegetation belts.</p> <p>5. To understand human geography: the distribution of natural resources including food and water.</p>	<p>Develop knowledge of the location of each continent and ocean.</p> <p>Identify continents and oceans bordering North America.</p> <p>Identify the human and physical features of North America and describe the pattern across the continent using the four points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of Mexico and describe the pattern across the country using the four points of a compass.</p> <p>Compare the UK with Mexico.</p> <p>Learn that the chocolate flavour comes from a cocoa pod which grows on a tree.</p> <p>Develop the knowledge that Mexico is the world's largest grower (producer) and seller (exporter) of cocoa in the world - 40%.</p> <p>Recognise where cocoa is grown and understand the conditions needed for growing.</p> <p>Understand that the climate of Mexico is different to the UK because it is closer to the equator and they have more concentrated sun which leads to higher temperatures and rainfall all year round.</p> <p>Empathise and understand the life of a cocoa farmer.</p> <p>Evaluate the farmer's working life.</p>

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		<p>6. To understand human geography: economic activity including trade links.</p> <p>7. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>8. To use the four points of a compass to build knowledge of the wider world.</p> <p>9. To use symbols and key to build knowledge of the wider world.</p> <p>10. To 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 & digital technologies.</p>	<p>Understand that cocoa gets bought from the farmer, transported to the UK and sold to the manufacturer.</p> <p>Understand that the cocoa gets transported to the UK as a raw product not as a chocolate bar.</p> <p>Understand what factory work is like.</p> <p>Evaluate factory and farm life.</p> <p>Evaluate answers to the key question using evidence for both sides of the argument before making a final decision.</p> <p>Analyse the results to see how people are employed in the local area.</p> <p>Compare employment in the local area to employment in Mexico.</p>
	<p><i>Volcanoes and Earthquakes</i></p> <p>KEY QUESTION: <i>True or False - all volcanoes are the same?</i></p> <p>KEY VOCABULARY: <i>tectonic plates, mantle, tsunami, richter</i></p>	<p>AIM: Children to improve knowledge and understanding of the similarities and differences between volcanoes to explain how they move and affect people.</p> <p>1. To locate the world's countries, using maps to focus on Asia, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>2. To identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic</p>	<p>Use accurate knowledge of the location of each continent and ocean.</p> <p>Identify continents and oceans bordering Asia.</p> <p>Identify the human and physical features of Asia and describe the pattern across the continent using the eight points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of Indonesia and describe the pattern across the country using the eight points of a compass.</p> <p>Locate and describe where the volcanic eruption happened.</p>

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	<i>scale, pyroclastic flow</i>	<p>Circle, latitude, longitude, Tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones (including day and night).</p> <p>3. To understand physical geography, including volcanoes.</p> <p>4. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>5. To use the eight points of a compass to build their knowledge of the wider world.</p> <p>6. To use six-figure grid references to build knowledge of the wider world.</p> <p>7. To use symbols and keys to build knowledge of the wider world.</p> <p>8. To 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 & digital technologies.</p>	<p>Identify and evaluate the impacts of the Anak Krakatoa eruption.</p> <p>Develop knowledge about the global distribution of volcanoes along plate boundaries.</p> <p>Confidently use compass direction and begin to use six figure grid references.</p> <p>Develop knowledge about the causes of the Anak Krakatoa eruption as well as Kilauea and Eyjafjallajökull.</p> <p>Describe the material that erupted from Anak Krakatoa and explain the causes and impacts of the tsunami.</p> <p>Identify and discuss the range of materials that can erupt from a volcano.</p> <p>Research the human and physical features of the area surrounding their chosen volcano.</p> <p>Make an accurate model of a volcano showing features on or beneath the earth's surface.</p> <p>Look at their volcano safe school from a different viewpoint.</p> <p>Observe, measure and record the risks in a few areas to decide where is the riskiest.</p> <p>Explain how to reduce the risks around school.</p> <p>Develop knowledge about different methods for predicting and preparing for a volcanic eruption.</p> <p>Find out which methods were used in Indonesia.</p>

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			<p>Decide which is the most effective for their volcano.</p> <p>Justify which methods they would implement and why.</p> <p>Compare Indonesia to the USA and Iceland to identify similarities and differences in a country's approach to reducing the impacts of a volcanic eruption.</p> <p>Evaluate answers to the key question using evidence for both sides of the argument before making a final decision.</p>
6	<p>Our Local Area - Havant</p> <p><i>KEY QUESTION: What is unique about our local area?</i></p> <p><i>KEY VOCABULARY: Time zones, urban, rural, employment, population</i></p>	<p>AIM: To improve knowledge and understanding of their local area especially the land use and settlement patterns, changes and reasons.</p> <p>1. To locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>2. To 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.</p> <p>3. To identify the position and significance of Equator, Northern Hemisphere, latitude, longitude, Prime/Greenwich</p>	<p>Accurately locate each continent and ocean.</p> <p>Identify continents and oceans bordering Europe.</p> <p>Identify the human and physical features of Europe and describe the pattern across the continent using the four points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of the UK and describe the pattern across the country using the four points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of Hampshire and the local area and describe the pattern across the county using the four points of a compass.</p> <p>Understand the different types of land use in the local area.</p> <p>Create own land use map and know how the land is most commonly used in the local area with reasons why.</p>

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		<p>Meridian and time zones (including day and night).</p> <p>4. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>5. To understand human geography: types of settlement and land use.</p> <p>6. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>7. To use the four points of a compass to build their knowledge of the United Kingdom.</p> <p>8. To use four-figure grid references to build their knowledge of the United Kingdom and the wider world.</p> <p>9. To use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>10. To 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 & digital technologies.</p>	<p>Understand that there are different types of settlement and understand the characteristics of each.</p> <p>Evaluate the advantages and disadvantages of each type of settlement and think about which they would like to live in now and as they get older.</p> <p>Identify and describe how the human and physical features in the local area have changed and how the land use has changed.</p> <p>Develop knowledge about what there is more and less of now.</p> <p>Understand why these changes have happened and the impact they have had on the local area.</p> <p>Understand that different groups of people prioritise when they choose a property.</p> <p>Understand why some areas are more suited to some groups of people more than others.</p> <p>Look at what different areas offer and how maps only show a limited amount of information.</p> <p>Draw own map showing appropriate information for one group of people including symbols, a key, compass directions and a justification of the choice.</p> <p>Understand why the local area is changing and how the changes may affect them as well as the positive and negative impacts of the changes.</p> <p>Evaluate answers to the key question using evidence for both sides of the argument before making a final decision.</p>

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	<p>Biomes and Climate</p> <p><i>KEY QUESTION: Which biome is the easiest to live in?</i></p> <p><i>KEY VOCABULARY: biomes, climate zones, time zones, latitude, deciduous forest</i></p>	<p>AIM: Children to improve knowledge and understanding of four biomes to be able to identify, describe compare and evaluate them.</p> <ol style="list-style-type: none"> 1. To locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2. To identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night). 3. To understand physical geography: climate zones. 4. To understand physical geography: biomes and vegetation belts. 5. To understand physical geography: water cycle. 6. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Use accurate knowledge of the location of each continent and ocean.</p> <p>Identify continents and oceans bordering South America.</p> <p>Identify the human and physical features of South America and describe the pattern across the continent using the four points of a compass.</p> <p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of Peru and describe the pattern across the country using the four points of a compass.</p> <p>Identify the biome and climate of covering most of Peru.</p> <p>Define what biome and climate mean.</p> <p>Understand how the climate influences vegetation, animals and people in the biome.</p> <p>Identify and describe the distribution of rainforests around the world.</p> <p>Identify the hottest biome.</p> <p>Understand how the climate influences vegetation, animals and people in the biome.</p> <p>Identify and describe the distribution of hot deserts around the world.</p> <p>Identify the biome we live in.</p> <p>Explore the deciduous forest through fieldwork.</p>

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		<p>7. To use the four points of a compass to build knowledge of the wider world.</p> <p>8. To use symbols and keys to build knowledge of the wider world.</p> <p>9. To 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 & digital technologies.</p>	<p>Understand how the climate influences vegetation, animals and people in the biome.</p> <p>Identify and describe the distribution of deciduous forest around the world</p> <p>Identify the coldest biome.</p> <p>Understand how the climate influences vegetation, animals and people in the biome.</p> <p>Identify and describe the distribution of tundra around the world and see the pattern of biomes being linked to the climate and organised along latitudes due to the influence of the sun.</p> <p>Research the four animals to find out specific information to help them decide whether each animal is in the perfect biome.</p> <p>Describe and explain how people live in each biome.</p> <p>Evaluate findings to decide who are the toughest.</p> <p>Evaluate answers to the key question using evidence for both sides of the argument before making a final decision.</p>