










World's End Junior school Progression of knowledge and skills- Geography


<u>Year 3</u>		
Knowledge and skills	Progression by the end of Year 3 We will be able to:	Example ideas of questioning
Locational knowledge 	<ul style="list-style-type: none"> • Begin to identify the position of the Equator, the Tropics, the Arctic and Antarctic circle along with the Northern and Southern Hemisphere on a world map. • Name and locate the four countries of UK and their capital cities. • Know that UK is surrounded by sea and name the seas surrounding UK. • Name and locate counties and cities of UK. • Name, locate and identify the main (physical and human) features of the four countries and their capital cities. 	<p><i>Where is the equator, tropics, arctic and Antarctic circle and Northern and Southern Hemisphere on the maps?</i></p> <p><i>What are the four countries and capital cities of the UK. What are some of the physical and human features of these places? Can you locate these features on maps? What seas surround the UK?</i></p> <p><i>Can you name some counties of the UK? What geographical region is this county/city in?</i></p>
Place knowledge 	<ul style="list-style-type: none"> • Identify human and physical features of their local city, Birmingham. • Compare the similarities and differences of physical and human geographical features between two places: Birmingham and a contrasting locality. 	<p><i>What is similar and different between Birmingham and a contrasting locality?</i></p>

Physical and Human geography 	<u>Human geography</u> <ul style="list-style-type: none"> describe and understand what settlements are and how land is used across different places. Compare the similarities and differences of physical and human geographical features in a town, city, village and hamlet. <u>Physical Geography</u> <ul style="list-style-type: none"> describe and understand key aspects of physical geography: climate zones describe and understand how and why rivers are formed. describe and understand the different features of a river. describe and understand the impact of floods and flood management strategies. describe and understand the water cycle. 	<p><i>What is the geography both human and physical of the UK? Why do we have protected land?</i></p> <p><i>What is a climate zone?</i></p> <p><i>What is the water cycle?</i></p> <p><i>How are rivers formed? What are the features of a river?</i></p> <p><i>What is the impact of floods?</i></p> <p><i>What is the impact of building dams?</i></p> <p><i>What is meant by settlement and land use? What makes a city, town, village or hamlet?</i></p> <p><i>Why might someone choose to live there? How has land use changed in our local area?</i></p>
Geographical skills: 	<u>Map work skills</u> <ul style="list-style-type: none"> Use a range of maps Begin to use map sites on the internet Begin to use junior atlas Begin to identify features on aerial photographs Begin to use four and eight compass points to follow/give directions 	<p><i>What are the four compass points, and can we use them to navigate?</i></p> <p><i>Can you plan a simple route using compass points and follow it?</i></p> <p><i>Where are these places on these different maps?</i></p> <p><i>What does a boundary mean? Can</i></p>



	<ul style="list-style-type: none"> • Try make a map of a short route experienced, with features in correct order • Begin to match boundaries (find same boundary of a country) <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> • Draw a sketch of a simple feature from observation or photo. • Add colour and detail to own field sketches • Add title and descriptive labels with help to photos and other fieldwork investigations. • Begin to point out useful views on photographs for investigation and write what they find out. • Begin to use mathematical knowledge to represent data using appropriate methods (tally chart, line graph and bar graphs) 	<p><i>you identify the boundaries of places/ countries?</i></p> <p><i>Can you create a sketch of a wider local area and use keys and symbols to map places in it?</i></p> <p><i>How do we use OS map?</i></p> <p><i>Carry out fieldwork linked to rivers, city, village etc identifying places human and physical in that area?</i></p> <p><i>Collect data about the local area and represent data according to mathematical knowledge (collect tally then represent as a bar chart)</i></p>
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Year 4		
Knowledge and skills	Progression by the end of Year 4 We will be able to:	Example ideas of questioning
Locational knowledge 	<ul style="list-style-type: none"> • Identify the position of the Equator, the Tropics, the Arctic and Antarctic circle along with the Northern and Southern Hemisphere on a world map. • Begin to identify the position and significance of Prime Meridian and understand the time zones. • Use maps to locate countries in Europe. • Identify environmental regions, key physical and human features, countries, and major cities within Europe. • Identify and compare the environmental region, key physical and human features of Italy with UK. 	<p><i>Where is the equator, tropics, arctic and Antarctic circle and Northern and Southern Hemisphere on the maps? What are time zones and why are there multiple time zones across Europe?</i></p> <p><i>Where is Europe? What countries make Europe? What are their capital cities? Where is Italy and what is its capital city?</i></p> <p><i>What are the physical and human features of Europe and looking at Italy?</i></p>
Place knowledge 	<ul style="list-style-type: none"> • Identify human and physical features of Venice • Compare the similarities and differences of physical and human geographical features between two cities: Birmingham and Venice. 	<p><i>Where is Venice? What is the geography both human and physical of Venice? What is similar and different between Venice and Birmingham?</i></p>



<p>Physical and Human geography</p> 	<p><u>Human geography</u></p> <ul style="list-style-type: none"> Describe and understand how people travel in Birmingham and Venice. Compare the similarities and differences of physical and human geographical features between Birmingham and Venice <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography: time zones Describe and understand how and why mountains are formed. Describe and understand the different types of mountains. Understand the different types of Natural Disasters and the impact of volcanoes and earthquakes on physical and human geography of that area. 	<p><i>How do people travel in Birmingham, looking at maps to explore different modes of travel?</i></p> <p><i>Compare how people might travel in Venice?</i></p> <p><i>What are mountains? How are they formed? How is a volcano a mountain? What are the different types of volcanoes and their features?</i></p> <p><i>What are natural disasters; volcanoes, earthquakes and tsunamis?</i> <i>Why do people live near areas that suffer from earthquakes or have volcanoes?</i></p>
<p>Geographical skills:</p> 	<p><u>Map work skills</u></p> <ul style="list-style-type: none"> Use a range of maps including globes for locating countries. Use map sites on the internet Use junior atlas Identify features on aerial photographs Use four and eight compass points to follow/give directions Make a map of a short route experienced, with features in correct order/ make a map of simple scale drawing. Know why a key is needed and begin to be more confident in the use of keys and symbols in their work. 	<p><i>How will the 8 compass points help us when using an OS map?</i></p> <p><i>What is scale in maps?</i></p> <p><i>Can we find features studied on OS maps?</i></p>

	<p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> • Suggest questions to ask as part of an investigation. • Use appropriate geographical vocabulary. • Begin to annotate photos, maps and own field sketches. • Add title and descriptive labels to photos and other fieldwork investigations. • Point out useful views on photographs for investigation and write what they find out. • Use mathematical knowledge to represent data using appropriate methods (tally chart, line graph and bar graphs) 	<p><i>Carry out fieldwork linked to travel eg: different modes of transport in Birmingham and how people travel.</i></p> <p><i>Collect and represent data according to mathematical knowledge using tally charts and bar graphs.</i></p> <p><i>Present the outcomes for comparison with travel in Venice.</i></p>
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Year 5

Knowledge and skills	Progression by the end of Year 5 We will be able to:	Example ideas of questioning
Locational knowledge 	<ul style="list-style-type: none">• Identify the position and significance of the Equator, the Tropics, the Arctic and Antarctic circle along with the Northern and Southern Hemisphere in relation to North America and be able to read the latitude and longitude co-ordinates.• Identify the position of Prime Meridian and apply the knowledge of time zones to calculate the time difference between UK and the place studied.• Name and locate major countries and cities of North America.• Using a variety of maps locate and identify geographical regions, physical and human features of North America.• Identify and compare the environmental region, key physical and human features of a country of North America with UK.	<p><i>Where is the equator, tropics, arctic and Antarctic circle and Northern and Southern Hemisphere on the maps? How can we read the latitude and longitude of places on a world map?</i></p> <p><i>What are the different time zones; do you notice a pattern as we travel from West to East? Why is that?</i></p> <p><i>Where is North America? What country is this _____ city in ? What continent are they located? What area? Can you identify the geographical region of Alaska/ California/Texas? What are the physical and human features of North America?</i></p> <p><i>Why are there multiple time zones and climate zones spread across the continent?</i></p>
Place knowledge 	<ul style="list-style-type: none">• Compare the similarities and differences of physical and human geographical features between two places: one from North America and one from UK.	<p><i>Compare landscape, climate, population, street patterns, land usage.</i></p>

	<ul style="list-style-type: none"> • Begin to carry out an investigation in the local area relevant to the topic of study and write about the outcomes of the investigation. • Use mathematical knowledge to represent data using appropriate methods (tally chart, line graph and bar graphs) 	<p><i>area by looking at rubbish produced by the local area.</i></p> <p><i>Collect and represent data using appropriate methods.</i></p> <p><i>Present outcomes with possible solutions.</i></p>
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Year 6		
Knowledge and skills	Progression by the end of Year 6 We will be able to:	Example ideas of questioning
Locational knowledge 	<ul style="list-style-type: none"> Identify the position and significance of the Equator, the Tropics, the Arctic and Antarctic circle along with the Northern and Southern Hemisphere in relation to North America and be able to read and write the latitude and longitude co-ordinates for places. Identify the position of Prime Meridian and apply the knowledge of time zones to calculate the time difference between UK and the place studied. Name and locate major countries and cities of South America. Using a variety of maps to locate and identify geographical regions, physical and human features of South America. Identify and compare the environmental region, key physical and human features of a country of South America with UK. 	<p><i>Where is the equator, tropics, arctic and Antarctic circle and Northern and Southern Hemisphere on the maps? How can we read and write the latitude and longitude of places on a world map?</i></p> <p><i>What are the different time zones; do you notice a pattern as we travel from West to East? Why is that?</i></p> <p><i>Where is South America? What country is _____ city in? What continent are they located? What area? Can you identify the geographical region of Peru, Brazil, Columbia or any other countries of South America? What are the physical and human features of South America?</i></p> <p><i>Why are there multiple time zones and climate zones spread across the continent?</i></p>
Place knowledge 	<ul style="list-style-type: none"> Compare the similarities and differences of physical and human geographical features between two places: one from South America and one from UK. 	<p><i>Comparing landscape, land use, climate and geographical location of Amazon rainforest and Sherwood forest in UK. Discussing difference in uses and living conditions of both forests.</i></p>

	<ul style="list-style-type: none"> • Carry out an investigation in the local area relevant to the topic of study and write about the outcomes of the investigation. • Evaluate the quality of evidence collected. • Use mathematical knowledge to represent data using appropriate methods (tally chart, line graph and bar graphs) • Present outcomes using appropriate methods such as powerpoint, word. 	<i>Collect and represent data using appropriate mathematical tools such as bar graphs and line graphs and present the outcomes.</i>
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