



Cunningham Hill Junior School – Geography Skills Progression

	Rio and South America	Climate Zones	Volcanoes & Earthquakes
Year 3	<ul style="list-style-type: none"> Identify the location and main human and physical features of South America; Identify the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied; Find the location of South-East Brazil and Rio de Janeiro within the South American continent; Know about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. 	<ul style="list-style-type: none"> Know where the world's main climate zones are (building on their prior understanding of hot and cold regions); Explain how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres). 	<ul style="list-style-type: none"> Know the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; Describe the main features and causes of volcanoes and earthquakes; Know ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; Understand how people can respond to a natural disaster, such as an earthquake;
	<p>Map and Fieldwork Skills</p> <ul style="list-style-type: none"> Begin to use an eight-point compass to give a simple location/direction Use letters or number coordinates to locate features on a map Draw a sketch of a simple route Make a map of a short route experienced with features in correct order le feature from an observation or photo Start to draw simple plan views of single room – e.g. bedroom, classroom 		
	Modern Greece	Settlements/UK study	Mountains
Year 4	<ul style="list-style-type: none"> Describe the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; Explain ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; Describe ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, Explain ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; Know about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past). 	<ul style="list-style-type: none"> Explain ways in which the location and physical geography of the region impact on (and are impacted by) human activity See Map and Fieldwork Skills 	<ul style="list-style-type: none"> Know the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; Describe the main features and types of mountains; Explain how some people have adapted to life in mountainous areas. 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.
	<p>Map and Fieldwork Skills</p> <ul style="list-style-type: none"> Use eight-point compass points to follow or give directions Use letters or number coordinates to locate features on a map Begin to recognise symbols on a OS map Use large and medium scale OS maps Begin to use a variety of sources of evidence to express views about the school Begin to use recordings for their investigation Begin to draw a variety of thematic maps based on their own data Draw a sketch map from a high view point Draw a plan view of a locality – e.g school, local area 		



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	Modern Egypt/North Africa	Local study	Water and rivers
Year 5	<ul style="list-style-type: none"> Find location of the world's countries, using maps to focus on North Africa, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, and time zones (including day and night) Explain the human geography of Egypt, including: types of settlement and land use, economic activity distribution of natural resources including food, and minerals Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains of Egypt and North Africa Interpret a range of maps and aerial views of the Nile and apply this information to their understanding of it; Use appropriate vocabulary when describing the Nile; rivers and river features; and place locations. 	<ul style="list-style-type: none"> Identify the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local; Understand ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; Explain ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; Understand ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied. 	<ul style="list-style-type: none"> Know the key elements and features of a river; Know the key elements of the water cycle; Know the names of – and key information on – the world's main rivers; Evaluate a range of possible flood prevention measures; Use globes, atlases and maps to locate the world's principal rivers, including the Nile;
	<ul style="list-style-type: none"> Use eight-point compass points to plan a local journey Use four figure coordinates to locate features on a map Recognise and use OS map symbols Use medium scale land range OS maps Start to follow a short route on an OS map Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life Use sketches as evidence in an investigation in the local area Use a range of measuring instruments and investigations Draw a variety of thematic maps based on their own data Make a map of a short route experienced with features in correct order Draw a plan view with accuracy and detail of a geographical concept e.g. river, flood management programme, land use 		
	UK study	North America	Rainforest
Year 6	<ul style="list-style-type: none"> the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local; ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied. 	<ul style="list-style-type: none"> human geography of North America, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, and minerals Location of the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, and time zones (including day and night) identify the position and significance of latitude, longitude, and time zones (including day and night) 	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts 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 identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn
	<ul style="list-style-type: none"> Use eight-point compass independently when describing a route across multiple countries/states Begin to use six figure coordinates to locate features on a map Recognise and use OS map symbols and describe features shown on a OS map Draw and use maps and plan in a range of scales Follow a short route on an OS map independently Create maps using aerial photographs and satellite images. Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it Draw a sketch of key features of topic studied with increasing accuracy. Select and use a range of measuring instruments and investigations to answer their own questions Draw a variety of thematic maps based on their own data to answer a problem Draw a sketch map using symbols and a key for international geography Begin to draw plans of increasing complexity to show a variety of geographical aspects. 		