

KS2 Geography Progression Map

Key concepts (taken from the National Curriculum)	<u>Year 3</u> ◦ Amazing Earth!	<u>Year 4</u> ◦ The Rainforest ◦ Where do we settle and why?	<u>Year 5</u> ◦ The Frozen Planet ◦ Longitude, Latitude and Time Zones	<u>Year 6</u> ◦ The Biosphere
Locational knowledge	Children locate numerous countries/ places across the world using maps, e.g. the UK, Nepal, Northern Russia, Antarctica, South America and the USA. Children explore the key features of a variety of places to identify different biomes. Children identify topographical features of different countries.	Children explore South America and where the rainforest is. Children locate various rainforests: Amazon, Congo, Southeast, Kinabalu, Tongass, Daintree, New Guinea Children name different counties and cities within the UK and locate them using map skills. They then compare the features of these places.	Children explore and locate Antarctica. Children locate Greenwich (London) on a map in order to identify where GMT is. Children explore latitude, longitude and time zones in detail, focussing on countries and cities they have visited on holidays.	Children locate and investigate the Colorado river and the Grand Canyon. Children locate countries of origin of different plants. Children locate major cities in the UK, including London, to identify where their water comes from.
Place knowledge	Children explore similarities and differences of different countries, including the difference in landscape between the North and South American West coast.	Children learn about the rainforest biome and the similarities and differences of various rainforests throughout the world. Children explore different settlements in the UK and compare their similarities.	Children compare Antarctica to the UK and the Amazon rainforest.	Children explore the similarities and differences of a variety of regions within the biosphere. E.g. the Arctic compared with the oceans (polar bears necessities compared to a whale)
Human and physical geography	Children explore the arctic tundra biome, rainforest biome and desert biomes. Children explore how mountain ranges are formed, how different volcanoes are formed and how earthquakes occur in detail. Children explore the distribution of food across the world through exploring food miles.	Key features of the Amazon rainforest biome including the climate, plants and vegetation and animals. Children explore human geography of the rainforest including the exploitation of the rainforest, protection of the rainforest and distribution of resources. Children explore globalisation and its impact on our local environment.	Children explore in detail the physical aspects of Antarctica. They explore the arctic biome in detail including what plants, vegetation, animals and scientific bases are there. Children explore how the land is used in Antarctica and how climate change affects the land.	Children revisit the water cycle and how humans get water to drink. Children explore the physical features of the Grand Canyon. Children explore the distribution of water across the UK, focusing on London.

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		<p>Children explore types of settlements and why different cities are where they are. E.g. Cities tend to be near rivers for trade.</p> <p>Children describe and explore the key features of both the water cycle and rivers.</p>		
<p>Geographical skills and fieldwork</p>	<p>Children use maps throughout to identify a variety of biomes, earthquakes, mountain ranges, volcanoes and food sources across the world.</p> <p>Children explore and answer an enquiry question “What meal has the highest food miles?” and use their mapping skills to calculate how far different foods travel to London.</p> <p>Children create a sketch map of the school grounds, including a key.</p>	<p>Children use Ordnance Survey maps to plan a route along the high street exploring globalisation.</p> <p>Children explore 4-figure grid references and identify places throughout the UK using grid references.</p> <p>Children create own grid references to draw own map and settlements.</p>	<p>Children learn about Scott and Shackleton’ expedition to Antarctica and the skills they needed to reach it.</p> <p>Children locate Antarctica using their map skills learnt in Year 4.</p> <p>Children locate Greenwich using map skills.</p> <p>Children locate different countries on a map to show a variety of time zones.</p>	<p>Children assess plant adaptations throughout the world.</p> <p>Children use map skills and observations during a fieldwork activity.</p> <p>Children use fieldwork to observe, measure, record and present findings of a variety of plants.</p> <p>Children use GIS (Geographic Information System) map to add to their report/ findings.</p> <p>Children create a solar still and explore how fresh water is made naturally.</p>

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Progression of Themes

<u>Theme</u>	<u>Year 3</u> ◦ Amazing Earth!	<u>Year 4</u> ◦ The Rainforest ◦ Where do we settle and why?	<u>Year 5</u> ◦ The Frozen Planet ◦ Longitude, Latitude and Time Zones	<u>Year 6</u> ◦ The Biosphere
Sustainability	To understand food miles.	To understand how Rainforests have been exploited and how they can be managed. To understand what we can do to make a difference.	To understand how Antarctica has been exploited and how it can be managed. To understand the impact of global energy use on the climate.	To identify the causes of climate change To know what we can do to protect the biosphere.
Globalisation	To understand where our food comes from To experience foods from different cultures (British Values link)	To understand what the global connections with our high street are. To be able to identify the trade/economic links to our local community.	To understand that our world is becoming a global village. To identify the impact this has on the environment	To understand what we need from our biosphere
Inter connections	N/A	To identify how the natural world affects our settlements (mining, natural harbours)	To understand how does nature affect how we use the land. To identify how use of natural resources can impact on climate.	To understand that everything in the biosphere is linked, one thing affects another
Challenging stereotypes	To experience foods from different cultures (British Values link)	To identify possible stereotypes within the UK- North/South divide.	N/A	N/A