



Haresfield CE Primary School
Progression of Knowledge and Skills in Geography
Year A LKS2

Year	Knowledge				Skills	
Year 3 / Year 4 Year A Term 1	Focus: <u>Where can fossils be found</u> (link to History) Enrichment: visit to Stroud Museum – Wolly Mammoths tooth <u>National curriculum Knowledge</u> ✓ Locational Knowledge ✓ Human and Physical Knowledge <u>Contributing towards:</u> <u>How do rivers change - Rivers of the UK</u>				Locational Knowledge <ul style="list-style-type: none"> Name and locate the counties and regions of the UK Name and locate the major cities the UK . 	
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	Place Knowledge <ul style="list-style-type: none"> Compare and contrast places, using human and physical features for comparisons. Using knowledge of continents, countries, climate, temperature and economy. Describe places using information I have found out using the geographical language I have learnt. Talk about how places relate to each other . 	
	1.Where in the world are we? Use maps and globes to locate the UK identify where we live and where Mary Anning Lived (lyme Regis) discuss location and environment.	Know the location of significant geographical places – Know where we live and where Mary Anning lived (Lyme Regis)	Arieal view – a view from above Birds eye view –a view from a high angle – as if seen from a bird in flight	Look at map of UK – identify where we live and where Mary Anning Lived (lyme Regis) discuss location and environment	Human and Physical Geography <ul style="list-style-type: none"> Describe and explain how physical features have had an impact on the surrounding landscape and communities (River Severn – Cotswold Hills – farming, trade) Describe and understand types of settlements and land use Explain why people might prefer to live in an urban or rural place. 	
	Look at maps of Europe and locate different places where fossils have been found.	Know that England is part of the UK and that we are part of Europe Know that fossils have been found in many places across Europe.	continent,	Look at maps of Europe and locate different places where fossils have been found.	Geographical Skills and Fieldwork <ul style="list-style-type: none"> Use and interpret maps, globes, atlases, computer maps to locate countries and describe features. Make comparisons between locations using aerial photos, pictures, population, temperatures. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links. 	
	Use maps to look at different environments across Europe – (Islands, Mountains, Fjords, agricultural lands, forests and woodland, coastland)	Know that Europe is made up of different environmental regions and different countries	Fyords (a long narrow inlet of the sea surrounded by rugged cliffs)	Use maps to look at different environments across Europe – (Islands, Mountains, Fjords, agricultural lands, forests and woodland, coastland)		
	Use maps to locate different countries in Europe and find their capital city.	Be able to name several different European countries and their capital cities.(e.g. England – London, France – Paris, Germany – Berlin, Spain – Madrid, Italy – Rome, Greece – Athens, Potugal – Lisbon, Russia - Moscow	Use maps to locate different countries in Europe and find their capital city.			
	Look at contrast between England and Russia (See power point + worksheet)	Know where Russia is in relation to the UK		Look at contrast between England and Russia (See power point + worksheet)		
	Assessment: Assessing sticky knowledge	Children to discuss within groups the changes. Quiz to assess recall of countries and cities.				

Year	Knowledge				Skills
Year 3 / Year 4 Year A Term 2	Focus : Why is the River Nile so important? Enrichment: British Museum virtual tour (For free) British Museum, London, United Kingdom — Google Arts & Culture				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Recall significant rivers in the UK Recognise the different shapes of a country on a map (Egypt) <p>Place Knowledge</p> <ul style="list-style-type: none"> Name the significant places and features of a location they are studying. Compare and contrast places, using human and physical features for comparisons. Describe a place using country, region, name of cities and rivers. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Explain about natural resources eg water in the locality. Describe how humans use water in a variety of ways. Identify parts of a river and understand how land use is different along the river’s course. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links. Use and interpret maps, globes, atlases, computer maps to locate countries and describe features. Make comparisons between locations using aerial photos, pictures, population, temperatures.
	National curriculum Knowledge <ul style="list-style-type: none"> ✓ Locational Knowledge ✓ Human and Physical Knowledge Links to History – Ancient Egypt Contributing towards: How do rivers change? Term 5				
	Objective	Sticky Knowledge	Key Vocabulary	Resources	
	Look at maps and globe to find where Egypt is and locate the river Nile.	Know that the river Nile is in Egypt and it is the longest river in the world.	River Nile		
	Look map / digital map of Egypt now, discuss where the river starts and ends using correct vocabulary.	Know that rivers are formed in higher ground and flow towards the sea. Where they start is called the source. (The source of the Nile is in Burundi) Know that the river Nile flows into the Mediterranean Sea and this is called the delta.	source, mouth, delta	Ancient Egypt History for Kids - Maps & Timelines - Ancient Egypt for Kids	
	. Identify parts of a river and understand how land use is different along the river’s course.	Identify parts of a river and understand how land use is different along the river’s course.	land use, irrigation,	Look at map / satellite photos of where most housing is – understand that urban areas are along the river – begin to make suggestions why	
Research why the river Nile was so important to ancient Egyptians.	Know that the river Nile was very important to the people of ancient Egypt and give reasons why (flooding – fertile land, transport and trade, buildings)	papyrus	See powerpoint in resources foldert		
Assessment: Assessing sticky knowledge	Children to discuss within groups the changes. Quiz to assess recall of vocabulary				

Year	Knowledge				Skills
Year 3 / Year 4 Year A Term 4	Focus: <u>What is the difference between a Mountain and a Volcano?</u>		<u>Enrichment:</u>		<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate countries in Europe using maps Recognise the different shapes of the continents on a map Talk about key physical features of the area they are studying <p>Place Knowledge</p> <ul style="list-style-type: none"> Compare and contrast places, using human and physical features for comparisons. Give reasons for similarities and differences between places, using geographical language and what they know Describe where a place is using country, region and name of mountains. Identify position and significance of the equator and N & S hemisphere <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and explain how physical features have had an impact on the surrounding landscape and communities Describe and understand types of settlements and land use Explain why a settlement and community has grown in a particular location using the landscape features Explain why people might prefer to live in an urban or rural place. Explain how people have been affected by changes in the environment (erosion) <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use and interpret maps, globes, atlases, computer maps to locate countries and describe features. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links.
	National curriculum Knowledge <ul style="list-style-type: none"> ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards: Mountains Year B 5/6				
	Objective	Sticky Knowledge	Key Vocabulary	Resources	
	Look at photo of the first ascent of Everest – physical geography of mount Everest and its significance.	Know the location of significant geographical places – Know that the highest mountain range is the Himalayas and the highest mountain is Everest. The highest mountain in UK is Ben Nevis.	Landscape, topography summit,	Explore mountains - BBC Bitesize	
	Use maps and globe to find where mountain ranges are around the world – link to china (Text) Locate and name mountains of the world.	Know that there are mountains in many parts of the world, be able to name several mountains / mountain ranges (Everest, K2, Kilimanjaro, Mount Fuji, Alps, Rockies, etc)	Mountain Range	China Country Profile - National Geographic Kids National Geographic Kids	
	Begin to discover how mountains are formed – the movement of the Earth's crust and how mountains change over time due to erosion	Know that mountains are formed when the plates in the Earth's crust move.	tree line, Summit erosion, Fault, Crust,	The formation of mountains KS2 Y4 Geography Lesson Resources Oak National Academy	
	How volcanoes are formed and where they are located – famous volcanoes and the structure of a volcano	Know that a volcano is another sort of mountain	Fold, Plate, Magma, fault lines, Pressure,	How are volcanoes made? KS2 Y3 Geography Lesson Resources Oak National Academy	
	Why do people live near volcanoes? Land use (geothermic, mineral extraction) What natural resources are there? Why might people want to live there?	Know that people live on mountains and volcanoes and the reasons why.	Geothermic minerals	Explore volcanoes - BBC Bitesize	
Learn about the dangers involved in living near a volcano. Mud slides, gas, pyroclastic		https://www.geolsoc.org.uk/education-and-resources/primary/primary-resources/ks2-volcanoes-activities-presentation/			
Assessment: Assessing sticky knowledge	Children to discuss within groups the facts they have found out Quiz to assess recall of facts – double page spread				

Year	Knowledge				Skills	
Year 3 / Year 4 Year A Term 5	Focus: How do rivers change? Enrichment: visit River Severn + Waterways museum National Waterways Museum Gloucester Docks https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/mountains-rivers-and-coasts/journey-river/ National curriculum Knowledge ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards:				Locational Knowledge <ul style="list-style-type: none"> Name and locate the River Severn and the River Thames. Name and locate the major cities the UK . Talk about environmental regions and key physical characteristics of S America (The Amazon) 	
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	Place Knowledge <ul style="list-style-type: none"> Describe compare and contrast places, using information I have found out and the geographical vocabulary I have learnt. To compare places in the UK using the human and physical features for my comparisons Give reasons for similarities and differences between places, using geographical language and what they know Human and Physical Geography <ul style="list-style-type: none"> Describe and explain how physical features have had an impact on the surrounding landscape and communities (River Severn – Cotswold Hills – farming, trade) Describe and understand types of settlements and land use and how some of these have changed over time. Explain why a settlement and community has grown in a particular location (River Severn crossing – trade routes) Explain why people might prefer to live in an urban or rural place. Geographical Skills and Fieldwork <ul style="list-style-type: none"> Use and interpret maps, globes, atlases, computer maps to locate countries and describe features. Use the terms human and physical geography accurately Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. Environmental change and sustainable development <ul style="list-style-type: none"> Talk about an environmental issue and give suggestions to how it could be solved. 	
	Ellicitation – what do you know about rivers? Do you know the name of any rivers in the UK?	Name and locate the River Severn and the River Thames and the major cities that lie on them.	Source estuary			
	Learn about how a river is formed. Use maps and atlases to follow the River Severn, look at place names.	To know where the River Severn starts and ends	https://www.youtube.com/watch?v= M48ANM3hAQ Use hose pipe on a bank to demonstrate. Sketch map.			
	Use maps and atlases to look at different stages of the River Severn and collect vocabulary and make an illustrated glossary.	Know that rivers flow downwards from high ground to the sea and that it changes as it journeys towards the sea. Know the features of a river as it changes towards the sea.	Explore rivers - BBC Bitesize erosion meander tributary floodplain			
	Visit to River Severn and Severn Beach nature reserve to collect information to make a leaflet.	Understand what happens as a river reaches the coast including: estuaries, deltas, mudflats and salt marshes.	basin, delta, mudflats, salt marshes.	Resources – Severn Estuary Partnership		
	Create a leaflet for visitors to a nature reserve that explains how mudflats and salt marshes are formed and the wildlife that inhabits them	To know why estuaries are so important for wildlife and nature reserves		Coasts of the UK KS2 Geography Year 3 and Year 4 - BBC Bitesize		
	Use Globe, Atlases and internet to look at the Amazon River and its features and the animals that live there.	Locate northern and southern hemisphere, the equator countries it runs through. Know several facts about the River Amazon.	deforestation	Virtual Amazon Adventure Live - The Amazon River		
Assessment: Assessing sticky knowledge	Children to discuss within groups the changes as a river flows to the sea. Quiz to assess recall of features and vocabulary					