



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

Year	Knowledge			Skills
Year 3 / Year 4 Year B Term 2	Focus: Where did the Romans live in Britain (short unit) Enrichment: Link to History – visit Corinium museum <u>National curriculum Knowledge</u> ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards: Why is the UK a Good Place to Visit (Y5/Y6)			
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>
	Where in the world are we? Use maps and globes to locate the geographical regions of the UK	Know the location of significant geographical places – name of several counties and cities in the UK	Aerial view – a view from above Birds eye view – a view from a high angle – as if seen from a bird in flight	(Cotswolds, rivers) what natural resources are there? Why might people from the past want to live there?
	Use maps and digital resources to find out the names of major towns and cities in Roman times.	Where did the Romans build towns? Why did they choose to build towns where they did?	Settlement - A community where people live	
	Use a map of the UK to look at the names of major cities and counties across the UK now	That towns and cities are still where the Romans built them but that land use has changed over time (cities have grown)	Agricultural land – land used for farming cattle and crops Residential land – land used for houses and homes Commercial land – land used for buildings aimed at making money.	Compare map of uk with major cities marked and map of Roman times UK
	Assessment: Assessing sticky knowledge	Children to discuss within groups the changes. Quiz to assess recall of counties and cities.		
				<u>Locational Knowledge</u> <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>Place Knowledge</u> <ul style="list-style-type: none"> Give reasons for similarities and differences between places, using geographical language and what they know Describe a place using information I have found out <u>Human and Physical Geography</u> <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 a settlement and community has grown in a particular location (River Severn crossing – trade routes) Identify how a place where people live has changed over time and give some reasons for this. <u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> Use and interpret maps, globes, atlases, computer maps to locate countries. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links.

Year	Knowledge				Skills
Year 3 / Year 4 Year B Term 3	Focus: <u>Where does all the rain come from? (Short Unit linked to Science)</u> <u>Enrichment:</u>				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Recall significant rivers in the UK <p>Place Knowledge</p> <ul style="list-style-type: none"> Give reasons for similarities and differences between places, using geographical language and what they know <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe physical features such as rivers are formed Describe how humans use water in a variety of ways. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Begin to collect data to help explain their understanding <p>Environmental change and sustainable development</p> <ul style="list-style-type: none"> To keep a weather chart and discuss weather around the world.
	National curriculum Knowledge <ul style="list-style-type: none"> ✓ Locational Knowledge ✓ Human and Physical Knowledge Links to Science – States of Matter Contributing towards: <u>Why is the River Nile so Important?</u>				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	
	Use the powerpoint to look at condensation and evaporation. Recap on rivers. Complete task on the water cycle.	The water cycle follows the cycle of evaporation, condensation precipitation and river formation	Evaporation – when a liquid changes state to a gas through heat Condensation – small water droplets formed when warm air rises and cools down	What is the water cycle? - BBC Bitesize	
	Recap water cycle - Look at the weather everyday and make a weather chart – look at different countries and their weather. collect temp and rainfall information	Know that the water cycle is a closed cycle.	precipitation -water that falls from the clouds to the ground including rain, sleet, snow and hail.	What is the water cycle? - BBC Bitesize	
	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 B Term 4	Focus: <u>Where did the Vikings come from?</u> (short unit linked to History) <u>Enrichment:</u>				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate countries in Europe using maps Use digital resources to look at distribution of natural resources (food, energy, water, minerals) Name and locate the English Chanel, The Irish Sea and the North Sea <p>Place Knowledge</p> <ul style="list-style-type: none"> Compare and contrast places, using human and physical features. Describe places using information I have found out and the geographical vocabulary I have learnt. Describe a place in terms of its development. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand types of settlements and land use Explain why people might prefer to live in an urban or rural place. <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: <u>Where can fossils be found?</u>				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	
	1. Where in the world are we? Use maps and globes to locate the UK and different European countries	Know the location of significant geographical places – name of several countries and cities in Europe Locate the English Channel, The Irish sea and the North sea		What natural resources are there? Why might people from the past want to live there?	
	Use maps and digital resources to find out the names of major towns and cities the Vikings came from	Why did the Vikings want to invade?	Settlement A community where people live	Why did the Vikings raid? - BBC Bitesize	
	Assessment: Assessing sticky knowledge	Children to discuss within groups the changes. Quiz to assess recall of counties and cities.			

Year	Knowledge				Skills	
Year 3 / Year 4 Year B Term 5 & 6	Focus: How Has Stroud Changed over time? Enrichment: Stroud Museum + Fieldwork – Haresfield Beacon				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the counties and regions of the UK Name and locate Cotswold Hills, Malvern Hills, Black Mountains Use digital resources to look at distribution of natural resources (food, energy, water, minerals) <p>Place Knowledge</p> <ul style="list-style-type: none"> 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 Describe places using the information I have found out Talk about how places relate to each other <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 (River Severn – Cotswold Hills – farming, trade) Describe the human features of the UK regions and cities Describe and understand types of settlements and land use 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. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use and interpret maps and computer maps to locate area and describe features. Make plans and maps using symbols and keys. Ask and respond to geographical questions (describe the landscape) 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. 	
	National curriculum Knowledge ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards: Where can fossils be found?					
		<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>		<u>Resources</u>
		Use maps and atlases to look at the physical features of Stroud and name them	Know that Stroud is in the Cotswold Hills and where it is located.	Settlement A community where people live		Maps of Europe, uk
		Use the internet to show human geography in and around Stroud. What is it like to live here?	The town is situated in between the hills of the Cotswolds. There are 5 valleys leading away from stroud.			Map and satellite view of the Cotswold hills
		Use maps to find trade links with other areas (road, rail, canal, river). Make a map using symbols and key	Know that Stroud is linked to others areas of the UK by road (M5) river (The Frome) canals and railway. Make detailed sketches of the features of a location.			
		What is made in Stroud now, what was made in Stroud in the past? Economic activity	Know that Stroud has trade links with other areas and that wool was an important part of the economic trade.			Wimbledon tennis ball cloth and championship snooker baize are still made here today.
	Look at old maps and compare with recent maps, how has the locality changed over time? Use 8 points of a compass Use 4 figure grid reference	Know that the area has changed over time and the economic activity has changed. Use 8 points of a compass Use 4 figure grid reference		Look on old maps of stroud + google maps to compare how the town has changed over time. To suggest solutions to how a locality can be improved taking into account different points of view.		
	Assessment: Assessing sticky knowledge	Children to discuss within groups the changes. Quiz to assess recall of counties and cities.				