



Progression Document - Geography



West Rise Curriculum

At West Rise, we grow Explorers who...

Know how to analyse the world to find patterns - know where things are found, why they are there, and how they develop and change over time.

Are able to link facts together through geographical thought, relating the local and the global, the near and far, the physical and the human, people and environments, the economic and the social, time and distance.

Understand the methods geographers use to create valuable insights about the world.

West Rise Aims and Purpose		
Intent	Aims	Character Traits
Our children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Children are enabled to develop knowledge and skills that are transferable to other subjects which are used. Through Geography, children should develop skills progressing from recognising and identifying to critiquing and hypothesising.	<ul style="list-style-type: none"> • Children will understand that Geography is the study of places and the relationships between people and their environments. • Children will want to find out more about the world in which we live through questioning and their own independent learning. 	<ul style="list-style-type: none"> • <i>Gratitude</i> - encouraging children to be grateful for the wonders of the world. • <i>Kindness</i> - children to be kind to one another during lessons and to show kindness to other cultures and the environment. • <i>Love of learning</i> - children to develop a love for learning about Geography and show enthusiasm within lessons. • <i>Perseverance</i> - children to show their perseverance with the skills illustrating their improvement as they move through Junior school • <i>Respect</i> - show respect to each other during lessons, to other cultures and viewpoints and to our world and environment. • <i>Teamwork</i> - develop skills such as leadership and teamwork within lessons and through fieldwork.

National Curriculum

National Curriculum Aims and Purpose		
Purpose of Study	Aims	Attainment Targets
<p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time</p>	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ➤ develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ➤ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ➤ are competent in the geographical skills needed to: ➤ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ➤ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ➤ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>
Subject Content		
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ Locational knowledge <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ➤ Place knowledge <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America ➤ Human and physical geography <ul style="list-style-type: none"> • describe and understand key aspects of: 	

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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
 - Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Curriculum Links

English

Aims

- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Subject Content

➤ WRITING (COMPOSITION)

- Plan their writing by:
- Discussing and recording ideas

➤ SPOKEN LANGUAGE

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Use spoken language to develop understanding through speculating, hypothesising. Imagining and exploring ideas
- Participate in discussions, presentation, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

➤ READING (COMPREHNSION)

- Develop positive attitudes to reading and understanding of what they read by:
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Understand what they read, in books they can read independently, by:
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Maths

Subject content

- Number - number and place value
 - count backwards through zero to include negative numbers
 - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

- Number - fractions (including decimals and percentages)
 - recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

- Measurement
 - Convert between different units of measure [for example, kilometre to metre; hour to minute]

- Geometry- properties of shape
 - identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

- Geometry - position and direction
 - describe positions on a 2-D grid as coordinates in the first quadrant
 - describe movements between positions as translations of a given unit to the left/right and up/down
 - plot specified points and draw sides to complete a given polygon
 - describe positions on the full coordinate grid (all four quadrants)
 - draw and translate simple shapes on the coordinate plane, and reflect them in the axes

- Statistics
 - interpret and present data using bar charts, pictograms and tables
 - solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
 - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
 - solve comparison, sum and difference problems using information presented in a line graph
 - complete, read and interpret information in tables, including timetables.
 - interpret and construct pie charts and line graphs and use these to solve problems
 - calculate and interpret the mean as an average.

Science

Aims

- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them

Working Scientifically

- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

Subject Content

➤ Plants

- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

➤ Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

➤ Living things and their habitats

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

➤ Earth and Space

- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

➤ Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Art and Design

Subject Content

- to create sketch books to record their observations and use them to review and revisit ideas

Computing

Aims

- Are responsible, competent, confident and creative users of information and communication technology.

Subject Content

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

History

Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject Content

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

<p>Music</p>	<p>Aims</p> <ul style="list-style-type: none">- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians <p>Subject Content</p> <ul style="list-style-type: none">- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
<p>RE</p>	<p>Aims</p> <ul style="list-style-type: none">- Know about and understand a range of religions and worldviews.- Express ideas and insights about the nature, significance and impact of religions and worldviews. <p>Subject Content</p> <ul style="list-style-type: none">- Value both the commonality and diversity present in the world through gaining an understanding and respect for the main world religions;

Progression - Knowledge and Skills

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <ul style="list-style-type: none"> • Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. • Children can develop contextual knowledge of the location of globally significant places - both terrestrial and marine. • Children develop their understanding, recognising and identifying key physical and human geographical features. <p>Children can:</p> <ul style="list-style-type: none"> ○ name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; ○ use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p>	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <ul style="list-style-type: none"> • Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. • Children can develop contextual knowledge of the location of globally significant places - both terrestrial and marine. • Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. <p>Children can:</p> <ul style="list-style-type: none"> ○ use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; ○ name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use 	<ul style="list-style-type: none"> ○ use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; <ul style="list-style-type: none"> - How do we look after our environment and save energy? Water? Oil? Resources?

			<p>patterns; showing change over time;</p> <ul style="list-style-type: none">○ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;○ use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.	
--	--	--	---	--

Subject Content	Knowledge and Skills			
Place knowledge	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ○ Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. ○ Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. ○ Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America. <p>Children can:</p> <ul style="list-style-type: none"> ○ understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; ○ understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; ○ explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; 		<ul style="list-style-type: none"> ○ Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. ○ Children are encouraged to conduct independent research, asking and answering questions. ○ Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p>Children can:</p> <ul style="list-style-type: none"> ○ understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; ○ understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; 	<ul style="list-style-type: none"> ○ use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. <ul style="list-style-type: none"> - How is climate change affecting the world's oceans and people? - How does the ice melting in Antarctica change the oceans?

Subject Content	Knowledge and Skills			
Human and Physical Geography	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. • Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. <p>Children can describe and understand key aspects of:</p> <ul style="list-style-type: none"> ○ physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; ○ human geography, including: types of settlement and land use; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude,</p>	<ul style="list-style-type: none"> • use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<ul style="list-style-type: none"> • Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. • Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. • Children can understand how these are interdependent and how they bring about spatial variation and change over time. • Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments <p>Children can describe and understand key aspects of: use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar</p>	<ul style="list-style-type: none"> ○ 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; ○ physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; <ul style="list-style-type: none"> - How is climate change affecting the world's oceans and people? <p>How does the ice melting in Antarctica change the oceans?</p>

	settlement, settler, site, need, shelter, food.		power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.	
--	---	--	--	--

Subject Content	Knowledge and Skills			
Geographical Skills and Fieldwork	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. • They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). <p>Children can:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p>	<ul style="list-style-type: none"> ○ use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; ○ 	<ul style="list-style-type: none"> • Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. • Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. <p>Children can:</p> <ul style="list-style-type: none"> ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features; ○ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; ○ use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Progression - Vocabulary

Subject Content	Vocabulary			
Locational Knowledge	Year 3	Year 4	Year 5	Year 6
Place knowledge	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	Year 3	Year 4	Year 5	Year 6
		Site, location, Cumbria, Lake District, village, town, valley, mountain, river, lake, mouth, run-off, change, storm, rainfall, wind, saturated, natural disaster, change, satellite, orbit, remote sensing, trend, wireless, hurricane, emergency planning, city, vegetation, desert, lake, irrigation, sea, deforestation		
Geography skills and fieldwork	Year 3	Year 4	Year 5	Year 6

Progression - Curriculum Links

Subject Content	Curriculum Links			
Art and Design	Year 3	Year 4	Year 5	Year 6
Computing	Year 3	Year 4	Year 5	Year 6
Design Technology	Year 3	Year 4	Year 5	Year 6
English	Year 3	Year 4	Year 5	Year 6
Geography	Year 3	Year 4	Year 5	Year 6
History	Year 3	Year 4	Year 5	Year 6

Latin	Year 3	Year 4	Year 5	Year 6
Mathematics	Year 3	Year 4	Year 5	Year 6
Music	Year 3	Year 4	Year 5	Year 6
Physical Education	Year 3	Year 4	Year 5	Year 6
Religious Education	Year 3	Year 4	Year 5	Year 6
Science	Year 3	Year 4	Year 5	Year 6
		Water cycle - linked to places changing topic. Water, natural disasters, etc.		
S.P.H.E.R.E.	Year 3	Year 4	Year 5	Year 6