



Progression in skills in Geography

Upper KS2- Year 5 and Year 6



Geographical Enquiry	Direction	Place Knowledge	Drawing Maps	Representation	Locational knowledge/Using Maps
<p>I can suggest questions for investigating</p> <p>Year 5 Mayan Civilisations Autumn 2</p>	<p>I can use 8 compass points</p>	<p>I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America</p> <p>Mayan Civilisations Autumn 2</p> <p>Year 6 Summer 1 & 2 St Lucia</p>	<p>I can begin to draw a variety of thematic maps based on my own data</p> <p>Mayan Civilisations Autumn 2</p>	<p>I can draw a sketch map using symbols and a key</p> <p>Mayan Civilisations Autumn 2</p>	<p>I can compare maps with aerial Photos</p>
<p>I can use primary and secondary sources of evidence in my investigations</p> <p>Mayan Civilisations Autumn 2</p> <p>Greek civilisation Spring 1</p>	<p>I can use 4 figure co-ordinates to locate features on a map</p>		<p>I can begin to draw plans of increasing complexity</p> <p>Islam Summer 1</p>	<p>I can recognise and use OS symbols</p> <p>Year 6 Hilltop-Fieldwork</p>	<p>I can select a map for a particular purpose e.g Atlas to find Taiwan. An OS map to find a particular local Village</p> <p>Mayan Civilisations Autumn 1/2</p>
<p>I can collect and record evidence unaided</p> <p>Year 6 Summer 2 St Lucia</p>	<p>I can begin to use 6 figure grid references using latitude and longitude on atlas maps</p>			<p>I can use atlas symbols</p> <p>Year 6 Summer 2 St Lucia</p>	<p>I can use atlases to find out about other features of places e.g wettest part of the world, mountain regions, weather patterns</p> <p>Year 6 Summer 2 St Lucia</p>
<p>I can analyse evidence and draw conclusions e.g temperature of various locations</p> <p>Year 6 Summer 2 St Lucia (GD pupils)</p>					<p>I can follow a short route on an OS map and describe features shown</p> <p>Islam Summer 1</p>
<p>I can look at patterns and explain reasons</p>					<p>I can locate places on a world map</p> <p>Mayans (Autumn 2), Greek (Autumn 2) History Islam Summer 1</p> <p>Year 6 Summer 1 St Lucia</p>
					<p>I can use lines of longitude and latitude on maps</p>
Scale/Distance	Perspective	Map Knowledge	Style of map	Fieldwork	Human & Physical Geography

I can measure straight line distances on a plan	I can draw a plan view map with some accuracy	I can identify significant places and environments on a map Year 6 Summer 1 St Lucia	I can use contents and index pages within atlases Mayans (Autumn 2), Greek (Autumn 2) History Islam Summer 1 Year 6 Summer 1 St Lucia	I can select appropriate methods of data collection such as interviews	I can describe and understand key aspects of physical geography including – climate zones, biomes, rivers, mountains, volcanoes, earthquakes, the water cycle Year 6 Summer St Lucia
I can use a scale to measure distances		I can locate the worlds countries, using maps with a 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 Mayans (Autumn 2), Greek (Autumn 2) History Islam Summer 1	I can use OS maps	I can use a database to interrogate and amend information collected	I can describe and understand key aspects of human geography including - types of settlement and land use, economic activity such as trade links, natural resources including energy, food, minerals and water Year 6 Summer St Lucia
I can find/recognise places on maps of different scale e.g River Nile		I can locate the world's countries on a variety of maps particularly with regard to areas studied throughout the key stage Year 5 Mayan Civilisations	I can confidently use an atlas Mayans (Autumn 2), Greek (Autumn 2) History Islam Summer 1 Year 6 Summer St Lucia	I can use graphs to display data collected	
I can use maps and plans of a range of scales		I can locate counties and cities of the UK, geographical regions, key topographical features including hills, mountains, coasts and rivers. Year 6 Summer St Lucia	I can recognise the world map as a flattened globe	I can evaluate the quality of evidence collected and suggest improvements	
		I can identify the position and significance of latitude, longitude, equator, hemispheres, topics, Arctic and Antarctic, the Greenwich Meridian and time zones (day and night)		I can use sketches as evidence in an investigation. I can annotate my sketches and describe and explain geographical processes and patterns Year 6 St Lucia/Hilltop – Coastal Erosion – Summer 2	
				I can use photographic evidence in my investigations and evaluate the usefulness of the images Year 6 Hilltop – Coastal Erosion – Summer 2	

.Key stage 2

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.

Yr5 and Yr6 Locational knowledge

- 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)

Yr5 and Yr6 Place knowledge

- 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

Yr6 Human and physical geography

- 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

Y6 Geography Fieldwork and skills

- 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

Geography links with history, science etc

YEAR 5

Human geography including trade between UK and Europe and ROW.

Fair/unfair distribution of resources (Fairtrade).

Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.

Discover where food comes from.

Discuss and **debate** fair trade.

Investigate the facts and join in a reasoned discussion.

Generate solutions and **promote ethically sound** trade.

During the Victorian times, how was the land used, what was the main economy in London and what were the trade links? How does this compare to today?

Study maps and pictures of Victorian London/Barnet. **Compare and contrast** photos and maps from today.

Discuss land use and **draw conclusions** about the reasons for this based on the human inhabitants and changing needs.

Explain and present the differences between Victorian Merton and present day London/Barnet.

Reflect on the impact trade has on an area and **generate ideas for cause and effect.**

Ancient Greece - Understand geographical similarities and differences through the study of human and physical geography of a region of a region in a European country(Greece) and concentrate on their physical and human characteristics.. Describe and understand types of settlement and land use, economic activity (including trade), and the distribution of natural resources. Study why the two main cities of Sparta and Athens developed looking at the geographical characteristics of the two areas.

YEAR 6

Name and locate the world's countries and oceans using maps – link WW2

Study of London/Barnet land and settlements pre and post war compared to modern day.

Study photographs, aerial photographs and maps of Morden pre war, post war and present day.

Compare maps and aerial photographs.

Make comparisons and **reflect on the reasons** for the differences.

Study population numbers throughout the course of WWII and **reflect on the reasons** for changes.

Study pictures of land use during these three periods. **Draw conclusions and develop informed reasons for the changes.**

Study one key building in the locality during the three periods (e.g. hospital) and **reflect on the changes.**

British Trade. – relating to WW2

Research and present Britain's export trade.

Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this?

Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?

What's so special about the USA? _ link to their involvement in WW2

Study of North America

-Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks.

Study maps of the USA to **identify environmental regions. Compare and contrast** these regions.

Locate the key physical and human characteristics. Relate these features to the locality e.g.

population sizes near tourist landmarks/rivers, transport links to mountains.

Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. **Reflect on the importance and value of the tourism** industry in these areas.

FIELDWORK

YEAR 5 Streets and shops (link to Victorians)

- e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:
 - **Residential:** houses, flats, hotels, hostels
 - **Retail:** food, clothing, footwear, sports, toys, furniture, etc....
 - **Professional/ Commercial:** solicitors, banks, building societies, company offices etc....
 - **Industrial and Storage:** machine tools, engineering, factories, warehouses
 - **Entertainment/ Leisure:** theatres and cinemas, public houses, restaurants, cafes
 - **Public Authorities:** local government offices, police, libraries, hospitals, churches, chapels, schools
 - **Other:** vacant property, car parking, open spaces, development sites
- Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed
- Undertake a survey of buildings and materials
- Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work

YEAR 6 Traffic study – link to WW2 and the growth of transport since

- **Undertake a traffic survey** of the local main road - **tally counting**, types of vehicle observed, **comparing the traffic flow at different times of the day**, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses
- **Collate the data collected** and **record it using data handling software** to produce graphs and charts of the results.
- **Ask Geographical questions** e.g. how is traffic controlled? What are the main problems?
- **Undertake a street/ noise survey** of the local road/ high street
- **Undertake a general survey** of the local road/ high street:
- **Form and develop opinions** e.g. Do the pupils like/ dislike the road/ street
- **Compare road** with another busier/ quieter street/ road
- **Make suggestions and reflect on own beliefs.** Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?
- With the children's help, **design and carry out a survey of the views of people** in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. **Use local maps to find other routes** traffic might take.
- **Report on the effects of environmental change** on themselves and others.

- Compare shops in the local area with the nearest city centre

Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits

Design questions and studies to conduct in the local area.

Identify local features on a map and begin to **experiment with four figure grid references**, using them to **locate and describe local features**.

Undertake surveys.

Conduct investigations.

Classify buildings.

Use recognised symbols to mark out local areas of interest on own maps.

Choose effective recording and presentation methods e.g. tables to collect data.

Present data in an appropriate way using keys to make data clear.

Draw conclusions from the data.

- **Carry out a role-play** where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road.
- **Select methods for collecting, presenting and analysing data**
- **Analyse evidence and draw conclusions**
Be aware of own responsibility in the world