



TGMS GEOGRAPHY PROGRESSION OF KNOWLEDGE & SKILLS



The following grid shows the progression of knowledge and skills across the school for the Geography curriculum. At TGMS, we have a creative curriculum, whereby the children cover topics in breadth and depth to develop well-rounded knowledge.

Topic	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> ✓ Understand the difference between settlements ✓ Use data to identify if a location is a town or city ✓ Explain how countries are made up of different settlements ✓ Find cities using an atlas ✓ Find towns using an atlas ✓ To zoom in and out on google maps ✓ Identify topographic features ✓ Match topographic features with their meanings ✓ Locate topographic features in the UK ✓ Compare the size, length, and distance of topographic features with others within the UK 	<ul style="list-style-type: none"> ✓ Explain that continents are made up of countries ✓ Find countries in Europe using an atlas or globe ✓ Find countries across the world using an atlas or globe ✓ Locate cities from multiple countries ✓ Switch between 2D and 3D imagery in Google Maps ✓ Switch between map and terrain view ✓ Browse the street view option in Google Maps ✓ Describe the features of the landscape using terrain imagery ✓ Compare and contrast locations based on their position in the world ✓ Compare the size, length and distance of topographic features with those features in other countries 	<ul style="list-style-type: none"> ✓ Find continents across the world ✓ Use an atlas with differing scales ✓ Locate wider geographical regions ✓ Locate specific places using postcodes ✓ Find the distance between 2 locations using the scale ✓ Describe human geography in street view on Google Maps ✓ Identify key geographical forms, e.g. equator, lines of latitude etc. on a world map ✓ Identify how the world is compartmentalised into time zones ✓ Explain how the time zones operate ✓ Describe the locations and formations of the tectonic plates ✓ Discuss what makes a location warmer than another ✓ Describe the position of volcanoes and earthquakes ✓ Compare and contrast locations based on their position in the world ✓ Identify different land uses ✓ Use maps and atlases to identify 2 different locations ✓ Observe differences in land use ✓ Explain how countries use their land depending on their topography 	<ul style="list-style-type: none"> ✓ Compare and contrast locations based on their position in the world ✓ Identify patterns in land use ✓ Explain land use patterns ✓ Predict how land may have been used based on a photograph or satellite image ✓ Compare land use across 2 or more different countries ✓ Compare land use across 2 or more regions within the same country ✓ Discuss conflict of land use between industry, residents and ecologists ✓ Identify differences in 2 maps of the same location ✓ Create a timeline of changes based on several sources ✓ Use internet-based applications to animate changes ✓ Observe how land use changes across the seasons in one location ✓ Understand that the world's geography will continue to change ✓ Identify what may cause the world's geography to change ✓ Predict how land use will change along with world changes
Place Knowledge	<ul style="list-style-type: none"> ✓ Use maps, atlases and globes to identify 2 or more distinct areas in the UK ✓ Make simple observations of how 2 or more areas are similar or different 	<ul style="list-style-type: none"> ✓ Define what is meant by physical geography ✓ Give a variety of examples (topographical features) that come under physical geography ✓ Use maps, atlases, globes and digital systems to identify 2 or more distinct areas in a European country ✓ Use the correct vocabulary to describe the geographical features ✓ Compare the human and physical features of 2 or more areas 	<ul style="list-style-type: none"> ✓ Define what is meant by human geography ✓ Give a variety of examples (topographical features) that come under human geography ✓ Use knowledge of human and physical geography to separate the topographical features of each area ✓ Compare the human and physical features of 2 or more areas ✓ Compare the human and physical features of 2 or more areas ✓ Compare the human and physical features of a European region and a UK region 	<ul style="list-style-type: none"> ✓ Use maps, atlases, globes and digital systems to identify 2 or more distinct areas of a region in North or South America ✓ Use the correct vocabulary to describe the geographical features ✓ Compare the human and physical features of 2 or more areas ✓ Compare the human and physical features of a North/South American region and UK region

<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> ✓ Know that a settlement is where people live ✓ Understand that there are a variety of settlements ✓ Understand that a settlement is based on location, the types of buildings and the number of people living there ✓ Use data or an image to say what type of settlement it is based on its features 	<ul style="list-style-type: none"> ✓ Compare and contrast a range of climate zones and how it affects physical and human geography ✓ Use geographical vocabulary to explain the location and formation of rivers ✓ Describe and understand the key aspects of the water cycle ✓ Understand that people need natural resources to survive ✓ Give several examples of natural resources 	<ul style="list-style-type: none"> ✓ Explain how climate zones affect physical and human geography ✓ Use geographical vocabulary to explain the location and formation of the world's principal volcanoes and earthquakes and evaluate their impact ✓ Explore types of settlement and land use and their impact on economic activity and trade links 	<ul style="list-style-type: none"> ✓ Understand that economic activity refers to the making, transporting and selling of goods and services ✓ Understand that the buying and selling of goods and services is called trade ✓ List a number of economic activities ✓ Explain what sort of economic activities people may be involved in based on their location ✓ Explore what is meant by fair trade using a current example ✓ Explore which natural resources different countries are rich in ✓ Explain why a country is rich in that resource giving reference to its location and climate ✓ Consider the ecological and human implications of utilising local resources e.g. carbon footprint of food etc ✓ Understand that distribution is how the resources are transported ✓ Give different examples of resource transportation ✓ Explain that some resources may have to be transported in multiple ways depending on where they are going ✓ Consider the effect on populations of disruption to resource distribution
<p>Physical Geography</p>	<ul style="list-style-type: none"> ✓ Use basic language to talk about the typical weather of a location ✓ Use basic language to compare the weather of two locations (e.g. England to a summer holiday destination) 	<ul style="list-style-type: none"> ✓ Describe where water comes from giving reference to the water cycle (covered in science) ✓ Describe the features of a river using key vocabulary ✓ Explain how an Oxbow Lake is formed ✓ Explain how meanders are created with reference to erosion and deposition ✓ Name and explain different uses of rivers ✓ Research rivers around the world ✓ Carry out fieldwork on rivers 	<ul style="list-style-type: none"> ✓ Define what is meant by climate ✓ Understand what is meant by latitude ✓ Name the 4 main climate zones ✓ Locate the 4 main climate zones on a globe or map ✓ Describe the general climate of a location based on its latitude ✓ Understand that 'biome' refers to the plants and animals that live in a particular location ✓ Name different biomes ✓ Describe the basic features of different biomes ✓ Explain how the plants and animals in a location are dependent on temperature (covered in science) ✓ Explain how the plants and animals in a location are dependent on rainfall ✓ Explain how the plants and animals in a location are dependent on how fertile the soil is ✓ Describe the plant life of a location based on its climate (vegetation belt) 	<ul style="list-style-type: none"> ✓ Name different biomes ✓ Describe the basic features of different biomes ✓ Name and explain different uses of rivers ✓ Explore the impact humans have on rivers ✓ Research rivers around the world

<p>Geographical Skills and Fieldwork</p>	<ul style="list-style-type: none"> ✓ Identify N, E, S and W using a compass ✓ Make basic primary observations about an aspect of physical geography (e.g. weather across seasons) ✓ Make basic primary observations about an aspect of human geography (e.g. number of cars driving past the school in half an hour) ✓ Use appropriate measuring equipment (E.g. rain gauge, thermometer, clicker, tape measure, timer) ✓ Read the measurement accurately ✓ Follow measurement instructions carefully ✓ Evaluate your choice of equipment and technique 	<ul style="list-style-type: none"> ✓ Identify N, E, S and W using a compass ✓ Understand that the Eastings reference number is read and written before the Northings ✓ Explain that a 4-figure grid reference is made up of 4 digits reference number ✓ Give a 4-figure grid reference for a specific location on an OS map ✓ Understand that a symbol is a representation of an object, place or thing ✓ Suggest reasons why maps use symbols ✓ Suggest objects, places or things that might be on a map ✓ Use appropriate measuring equipment (E.g. rain gauge, thermometer, clicker, tape measure, timer) ✓ Read the measurement accurately ✓ Follow measurement instructions carefully ✓ Evaluate your choice of equipment and technique 	<ul style="list-style-type: none"> ✓ Describe position using 8 points (compass) ✓ Describe positions using 16 points (compass) ✓ Describe position using compass directions in relation to given positions/localities ✓ Use the correct vocabulary to name the axes on an OS map (Eastings and Northings) ✓ Explain that a 6-figure grid reference is made up of 6 digits ✓ Give a 6-figure grid reference for a specific location on an OS map ✓ Explain the advantage of using 6-figure grid references compared to 4-figure grid references ✓ Describe a variety of symbols and what they represent ✓ Draw symbols on a map in their correct location using given grid references (aerial satellite image) ✓ Use appropriate measuring equipment (E.g. rain gauge, thermometer, clicker, tape measure, timer) ✓ Read the measurement accurately ✓ Use secondary source data measuring human and physical features of the local area ✓ Consider and select the appropriate measuring equipment and techniques ✓ Evaluate your choice of equipment and technique ✓ Present data in the form of a line graph ✓ Present data in the form of a scatter graph 	<ul style="list-style-type: none"> ✓ Make basic secondary observations about an aspect of physical geography (e.g. weather from last year) ✓ Make basic secondary observations about an aspect of human geography (e.g. use census data - people living in the local area in 20XX) ✓ Compare observations from primary and secondary sources ✓ Use appropriate measuring equipment (E.g. rain gauge, thermometer, clicker, tape measure, timer) ✓ Read the measurement accurately ✓ Use secondary source data measuring human and physical features of the local area ✓ Consider and select the appropriate measuring equipment and techniques ✓ Evaluate your choice of equipment and technique ✓ Present data in the form of a line graph ✓ Present data in the form of a scatter graph
<p>Skills to be used across all year groups when appropriate</p>	<p>To record the human and physical features in the local area:</p> <ul style="list-style-type: none"> ✓ Use bullet points/note form ✓ Use a table to record more than one piece of data ✓ Record numerical data from instruments correctly ✓ Accurately sketch ✓ Consider the best method of recording data ✓ Evaluate your method of recording data <p>To present the human and physical features in the local area:</p> <ul style="list-style-type: none"> ✓ Explain photographs ✓ Verbal description ✓ Written description ✓ Bar chart ✓ Digital graphs above and children to explore other methods e.g. pie chart ✓ Programs e.g. Microsoft office / pages to combine above ✓ Create a video e.g. iMovie ✓ Evaluate your presentation of fieldwork 			