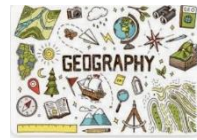


Progression Map - Geography



		Implementation	Intent
Subject	Year Group	Knowledge - Declarative (Factual information) and Procedural (Skill/application of skills)	Applied Learning and Skills - Used for assessment and retrieval
Geography - 1. Location & place knowledge	Y3	<p>Local and British Knowledge:</p> <p>Declarative: To know that West Hallam is a village, Ilkeston is a town and Derbyshire is a County</p> <p>Declarative: To know that some of Ilkeston's human features are: church, wind turbine, canal, library and schools and can identify them on a map</p> <p>Declarative: To know that Shipley park is a physical feature and can identify it on a map</p> <p>Declarative: To know that Derbyshire, Cornwall, Inverness-shire are Counties in the United Kingdom and can be located on an atlas</p> <p>Declarative: To know that The Roaches, Peak District, the Goyt Valley, River Derwent are physical features within Derbyshire and can be located on a map</p> <p>Declarative: To know that Derby, Truro, Inverness are cities in the UK and can be located on an atlas</p> <p>Declarative: To know that London, Cardiff, Edingburgh and Belfast are the 4 capital cities of the UK</p> <p>Declarative: To know that a human feature is built by people such as roads, bridges, buildings, canals</p> <p>Declarative: To know that physical features are created by nature and not people eg seas, mountains and rivers.</p> <p>Procedural: To know how to locate counties, cities and towns on an atlas</p> <p>Procedural: To be able to identify human and physical features for areas of study on a map</p>	To be able to locate the counties and major cities of the UK
Geography - 1. Location & place knowledge	Y4	<p>Declarative: To know that Russia, Netherlands, Italy, Spain are countries in Europe and can identify them on an atlas</p> <p>Declarative: To know countries in north and South America and be able to identify them on an atlas.</p> <p>Declarative: To know some human and physical characteristics of: Moscow, Amsterdam, Naples, Madrid and can identify them on an atlas and Digimap</p> <p>Declarative: To know that a human feature is built by people such as roads, bridges, buildings, factories, dams, reservoirs</p> <p>Declarative: To know that physical features are created by nature and not people such as seas, mountains and rivers</p> <p>Declarative: To know that the Equator is an imaginary line of latitude exactly halfway between the North and South Pole</p> <p>Declarative: To know that the Equator splits our globe into the Northern and Southern Hemispheres.</p> <p>Declarative: To know that the Tropics of Capricorn and Cancer are north and south of the Equator.</p> <p>Procedural: To know how to locate countries, counties, cities and towns on an atlas</p> <p>Procedural: To be able to identify human and physical features for areas of study on a map</p>	To be able to locate the countries and major cities of Europe

<p>Geography - 1. Location & place knowledge</p>	<p>Y5</p>	<p>Declarative: To know that topography describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys. Manmade features such as roads, dams, and cities may also be included.</p> <p>Declarative: To know topographical features of Derbyshire, Costa del Sol and an area of North America identifying human and physical features.</p> <p>Declarative: To know that there are similarities and differences between the topography of Derbyshire with a European and North American region</p>	<p>To be able to compare a region of the UK, Europe and North or South America</p>
<p>Geography - 1. Location & place knowledge</p>	<p>Y6</p>	<p>Declarative: To know the meaning of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the tropic of Cancer and tropic of Capricorn and identify them on an atlas</p> <p>Declarative: To know that the prime Greenwich meridian is a longitudinal line which divides the planet into east and west hemispheres</p> <p>Declarative: To know that time zones are calculated using the prime Greenwich meridian</p> <p>Declarative: To know the Arctic Circle is a line of latitude , which is an imaginary horizontal line around the Earth. The lands and ocean north of the Arctic Circle is called the Arctic</p> <p>Declarative: To know that the Antarctic Circle is a special line of latitude that circles the Earth near the South Pole. All the lands between the Antarctic Circle and the South Pole are called Antarctica</p>	<p>To be able to locate the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles</p> <p>To be able to locate the Tropics of Cancer and Capricorn, the Greenwich Meridian and time zones</p>

<p>Geography - 2. Skills and fieldwork</p>	<p>Y3</p>	<p>Declarative: To know that symbols can be used to represent landmarks: church, parking, school, post office, local sustainability features - recycle centres, park and ride, wildlife areas</p> <p>Declarative: To know that an atlas can be used to locate human and physical features</p> <p>Declarative: : To know that lines of latitude and longitude are invisible horizontal and vertical lines</p> <p>Procedural: To know how to use simple compass directions: North, South, East, West and locational and directional language to describe the location of features on a map</p> <p>Procedural: To use an atlas and digimap to locate physical and human features</p> <p>Procedural: To know how to take photographs of the local area to help produce a simple map (Digimaps)</p>	<p>To be able to use world maps and atlases to identify counties and major cities of the UK</p> <p>To be able to create a scale drawing and simple map of the local area</p>
<p>Geography - 2. Skills and fieldwork</p>	<p>Y4</p>	<p>Declarative: To know that field work takes place outside</p> <p>Declarative: To know the 8 points of a compass and locational and directional language to describe the location of features on a map within the school grounds</p> <p>Procedural: To know how to follow a route following directions using the 8 Points of Compass</p> <p>Procedural: To know how to read and interpret the globe as a flat map</p> <p>Procedural: To know how to use an atlas to locate cities, countries, physical and human features</p> <p>Procedural: To know how to use contour lines to understand the terrain including gradients of hills, valleys and steepness of climbs</p> <p>Procedural: To know how to use map scales</p> <p>Procedural: To know how to use grid references to locate exact places on a map (4 figure grid references)</p>	<p>To be able to use maps and compass directions to identify physical and human features of the local environment</p> <p>To be able to identify countries and major cities of Europe</p> <p>To be able to create a scale drawing and simple map of the local area</p>
<p>Geography - 2. Skills and fieldwork</p>	<p>Y5</p>	<p>Procedural: To know how to read a 6 figure grid reference</p> <p>Procedural: To know how to create a key using OS symbols for landmarks and areas of interest</p> <p>Procedural: To know how to follow a route on a small scale map</p>	<p>To be able to use world maps, atlases and globes to identify the countries across the world including North and South America</p> <p>To be able to plan and present a self-directed project or research about the studied area</p>
<p>Geography - 2. Skills and fieldwork</p>	<p>Y6</p>	<p>Declarative: To know that contour lines are added to a map to show height and gradient</p> <p>Declarative: To know OS symbols: water features, land features, human features including transport networks and major buildings</p> <p>Procedural: To know how to use the key to interpret symbols and marks on an OS map for routes</p> <p>Procedural: To know how to identify and interpret relief maps</p>	<p>To be able to use world maps, atlases, globes and digital/ computer mapping to identify latitude, longitude, equator, Northern and Southern Hemispheres, Tropic of Cancer and Capricorn, the Arctic and Antarctic Circle and time zones</p> <p>To be able to use an OS map, Political map, Climatological maps, topographic map and maps which are best suited</p>

<p>Geography 3 - Human and physical</p>	<p>Y3</p>	<p>Declarative: To know earth is made up of three different layers: crust, mantle and core</p> <p>Declarative: To know tectonic plates are pieces of the rocky outer layer of the Earth known as the crust</p> <p>Declarative: To know that a settlement is a place where people live and sometimes work</p> <p>Declarative: To know that there are two types of volcano: shield and composite</p> <p>Declarative: To know that volcanoes have a magma chamber and ash cloud</p> <p>Declarative: To know that an earthquake is the shaking of the ground caused by moving tectonic plates</p> <p>Declarative: To know that volcanoes are formed when magma, which is located at the centre of the Earth, pushes its way upwards through the Earth through a long shaft. When the magma travels through the Earth's crust, it emerges as lava. Once this lava has erupted onto the Earth's surface, it cools and hardens into a pile of rock.</p> <p>Declarative: To know that a tsunami is a Japanese word that means "harbour wave." It is a large wave caused by movements in Earth's outer layer, or crust, which move ocean water. For example, an earthquake or a volcano in the ocean could cause a tsunami.</p> <p>Procedural: To know how volcanoes and earthquakes can have devastating impacts upon people who live nearby</p>	<p>To be able to describe the workings of rivers, mountains, volcanoes and earthquakes</p> <p>To be able to describe different types of settlement and land use</p>
<p>Geography 3 - Human and physical</p>	<p>Y4</p>	<p>Declarative: To know physical characteristics such as rivers, mountains, coastal features of countries within Europe.</p> <p>Declarative: To know human characteristics such as tourist attractions, bridges, Churches and Cathedrals of European cities.</p> <p>Declarative: To know The Peak District is a national park famous for its beautiful landscape</p> <p>Procedural: To know how mountains are formed by tectonic plates</p> <p>Declarative: To know and identify the different parts of a river: Upper course: source, V - shaped valley, interlocking spur, rapids, gorge, waterfall. Middle course: flood plain, meander, ox bow lake. Lower course: horse shoe loops, large flood plain, delta, estuary, levy, mouth, tributary</p> <p>Declarative: To know that a river begins at its source in high ground such as mountains and hills</p> <p>Declarative: To know that a river begins in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity. They then flow and bend (meander) as they cross the land or go around objects such as hills or large rocks. They flow until they reach another body of water</p>	<p>To be able to use maps, atlases and globes to locate a country and compare to another country with different characteristics</p> <p>To be able to identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes</p>

		<p>Declarative: To know that the River Derwent is the tributary for the River Trent Declarative: To know that there are 24 rivers in Derbyshire. Declarative: To know that the Water Cycle and its processes allow the recycling of water Declarative: To know that rivers are important to our everyday life and ecosystem Procedural: To know how to locate major rivers in Derbyshire on an atlas and Digimap</p>	
Geography 3 - Human and physical	Y5	<p>Declarative: To know that the 3 World climate zones are the polar, temperate, and tropical zones. Declarative: To know that a world biome is a geographical area which has common flora, fauna and climate Declarative: To know that the World Biomes are: Ocean, Rainforests, Tropical rainforests, Deserts, Savannah, Woodlands, Grasslands and Tundra Procedural: To know how to locate biomes on an atlas and Digimap</p>	<p>To be able to observe, measure and record human and physical features in the local area To be able to identify an increasing range of physical processes, e.g. climate zones and biomes</p>
Geography 3 - Human and physical	Y6	<p>Declarative: To know the human (including politics and culture) and physical features of Scotland Declarative: To know the human (including politics and culture) and physical features of the Swiss Alps Declarative: To know the human (including politics and culture) and physical features of Mexico Declarative: To know that Brazil is located in the Southern Cone of America. Declarative: To know that vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation. Declarative: To know that the climate zone are areas grouped together based on similar climates Declarative: To know the climate zones of Scotland, Pyrenees and Canada Procedural: To know the similarities and differences between Scotland, Pyrenees and southern cone countries of South America.</p>	<p>To be able to compare a region of the UK, a region of a European country and a region within North or South America To be able to describe and understand a range of physical processes, e.g. climate zones, biomes, vegetation belts</p>

<p>Geography 4 - Sustainability</p>	<p>Y3</p>	<p>Declarative: To know the reasons for environmental issues within Ilkeston: pollution (cars outside of school), burning coal (banning wood burners in homes, wind turbines to create sustainable energy)</p> <p>To be accessed during 'Sustainability week' (Summer 2)</p>	<p>To be able to give reasons for thoughts and views about a locality To be able to talk about and describe how people try to improve and sustain their environment</p>
<p>Geography 4 - Sustainability</p>	<p>Y4</p>	<p>Declarative: To know of multiple ways of how to reduce our carbon footprint e.g. walking to school, public transport, reducing electricity usage, planting more trees, recycling.</p> <p>Declarative: To know that climate change is having an impact on the Derbyshire farming community</p> <p>Declarative: To know that the Peak District National Park is being environmentally damaged by it's popularity and tourist trade</p> <p>Procedural: To know how to use maps, photos, aerial views and the internet to find out about environmental issues (using Digimaps and atlas)</p> <p>To be accessed during 'Sustainability week' (Summer 2)</p>	<p>To be able to provide factual evidence to support ways in which people can improve and sustain the environment</p>
<p>Geography 4 - Sustainability</p>	<p>Y5</p>	<p>Declarative: To know that economic activity describes how a country is doing in making goods, and how much money it has. The amount a country sells/makes is called economic activity.</p> <p>Declarative: To know that natural resources are materials or substances that are produced by the environment. Humans use natural resources to survive.</p> <p>Declarative: To know that there is a change in distribution of the global population.</p> <p>Declarative: To know that birth and death rates change and explain why</p> <p>Declarative: To know that there are push and pull factors influencing migration e.g. a better quality of life, poverty</p> <p>Declarative: To know that climate change can have an impact on the global population.</p> <p>Declarative: To know that population impacts the amount of traffic and litter in an area.</p> <p>To be accessed during 'Sustainability week' (Summer 2)</p>	<p>To be able to describe and understand economic activity and the distribution of natural resources</p>
<p>Geography 4 - Sustainability</p>	<p>Y6</p>	<p>Declarative: To know that energy sources are important.</p> <p>Declarative: To know that there are benefits and drawbacks of different energy sources.</p> <p>Procedural: To know how a settlement has grown around an energy source.</p> <p>Procedural: To know how energy sources are distributed in an area.</p> <p>To be accessed during 'Sustainability week' (Summer 2)</p>	<p>To be able to understand and make reasoned links between the location of natural resources and further economic development.</p>

