

Herne Junior School's Geography Curriculum Progression

Our high-quality geography curriculum is planned as a 4-year journey across the school and inspires a curiosity and fascination about the world and its people. It equips our 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. By the time they leave the school, their growing knowledge about the world helps 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.

By the end of Key Stage 2, our pupils will have extended 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 will have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils are taught:	
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 in North or South America
Human and Physical Geography	<ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> ○ 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.
Geography Skills and Fieldwork	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use the 8 points of a compass, 4- and 6-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.

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	Progression	Year 3	Year 4	Year 5	Year 6
		Environmental Detectives Geography Genius	Germany Comparison Study Habitat Explorers Geography Genius	Our Volatile Planet Picnic in the Park Geography Genius	Rivers and Coasts Geography Genius
Location knowledge	<p>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.</p> <p>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.</p> <p>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)</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains.</p> <p>Identify the position and significance of Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Locate the main countries of Europe, including Russia. Identify capital cities of Europe.</p> <p>Compare land use maps of UK from past with the present. <i>Cross Curricular - History</i></p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. <i>Cross Curricular – Science</i></p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Locate and name the main counties and cities in England.</p> <p>Locate and name the main counties and cities in/around Shropshire.</p> <p>Map how land use has changed in local area over time. <i>Cross Curricular - History</i></p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>

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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.	Compare a region in UK with a region in South America with significant differences and similarities. Brazilian rainforest with Petersfield.	Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level.	Compare a region in UK with a region in North America with significant differences and similarities. Understand some of the reasons for similarities and differences.	Compare two different regions in UK rural/urban.
Human and Physical geography	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Brief introduction to volcanoes and earthquakes linking to Science: rock types. <i>Cross Curricular – Science</i></p> <p>Human geography including trade links in the Pre-roman and Roman era. <i>Cross Curricular - History</i></p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there? <i>Cross Curricular - History</i></p>	<p>Human geography including trade between UK and Europe and ROW</p> <p>Types of settlements in modern Britain: villages, towns, cities. Link to history</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>	<p>Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	<p>Describe and understand key aspects of Physical geography including coasts, rivers and the water cycle including transpiration.</p> <p>Distribution of natural resources focussing on energy and water (hydroelectric power).</p>

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Geographical skills and fieldwork	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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 and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 4 figure grid reference, some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record the human features and physical in the local area including sketch maps, plans, graphs and digital technologies.</p> <p>Expand map skills to include non-UK countries.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 4 figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key. <i>Cross Curricular - OAA.</i></p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>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 and graphs, and digital technologies.</p>
					