



## Geography progression

Breadth of study			
Y3	Y4	Y5	Y6
Forgotten Flood: A Study of the British Isles and Dale Dyke Dam. Physical: Dams Human: Land use	Introduction to Europe. Greece and key features compared to Sheffield A recap of Europe and a look at the world linked to the Expansion of the Roman Empire A study of mountains, oceans and rivers including fieldwork.	Take a Walk on the Wild Side: Mapping skills Fieldwork focus Revision of the map of Europe A focus on North America including earthquakes and volcanoes	Revising maps across all continents. A comparative study on South America (The Amazon Rainforest) and Sheffield.
Locational knowledge			
<p><b>National Curriculum</b>            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)</p>			
Y3	Y4	Y5	Y6
<p><u>Concept of place: <b>United Kingdom</b></u></p> <ul style="list-style-type: none"> <li>Start to have a better understanding of the location, size, scale and purpose of <b>land use</b> and</li> </ul>	<p><u>Concept of place: <b>Europe</b></u></p> <ul style="list-style-type: none"> <li>Develop a wider understanding of the location, size, purpose and importance of <b>land use</b> and landscapes within Europe.</li> </ul>	<p><u>Concept of place: <b>North America</b></u></p> <p>Develop a wider understanding of the location, size, purpose and importance of <b>land use</b> and</p>	<p><u>Concept of place: <b>South America</b></u></p> <ul style="list-style-type: none"> <li>Develop a deeper understanding of the location, size, purpose and importance of <b>land use</b> and</li> </ul>

<p><b>landscapes</b> within the British Isles.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Name the different continents and know that Britain is in the continent of Europe.</li> <li>• Name and locate countries within the British Isles.</li> <li>• Know the capital cities within the British Isles.</li> <li>• Know the names of counties, cities and key geographical regions of the UK.</li> <li>• Name and locate significant places in Sheffield, Stannington and Bradford.</li> <li>• Name and locate some dams and reservoirs within the UK.</li> <li>• Start to name and locate some countries in Europe taught within History Themes (Egypt and Britain)</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Name, locate and know some facts for the different continents across the world.</li> <li>• Name some countries in Europe and start to know some of the capital cities for these European countries.</li> <li>• Know the major oceans/seas across the world with particular focus on these in Europe.</li> <li>• Name the 4 main seas surrounding the UK.</li> <li>• Know the names of some major rivers within different continents across the world.</li> <li>• Name and describe some rivers in the UK and the 5 main rivers of Sheffield (Don, Rivelin, Sheaf, Loxley &amp; Porter Brook).</li> <li>• Locate countries in Europe where the ancient Greeks and Romans expanded their empires. Compare current names with old names (through History Themes)</li> </ul>	<p>landscapes within North America and compare to other continents.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Name, locate and know detailed facts for the different continents across the world.</li> <li>• Compare North America to another continent.</li> <li>• Compare and contrast the different continents across the world.</li> <li>• Names and locate different countries and major cities in North America.</li> <li>• Begin to know some capital cities in North America.</li> <li>• Name some different major oceans/seas in North America.</li> <li>• Identify countries in Europe by analysing Anglo-Saxon and Viking Invasion maps.</li> </ul>	<p>landscapes within South America and compare to other continents.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• To know how to compare and contrast similarities and differences between the different continents across the world.</li> <li>• Name and locate some major countries within the all the different continents across the world.</li> <li>• Names and locate different countries and major cities in South America.</li> <li>• Begin to know some capital cities in South America.</li> <li>• Name some different major oceans/seas in North America.</li> <li>• Name the different locations of the Amazon rainforest</li> <li>• Name and locate countries involved in WWII.</li> </ul>
Place knowledge			
National Curriculum			

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.

Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>▪ Study some of the human and physical surroundings of Stannington, focusing on the Dam in Bradfield and making comparisons to other dams in the UK.</li> <li>▪ Name some dams and weirs within the UK.</li> <li>▪ Know the function and purpose of dams, reservoirs and weirs.</li> </ul>	<ul style="list-style-type: none"> <li>• Study some of the human and physical features of Sheffield, focusing on oceans, seas and rivers and making comparisons.</li> <li>• Compare the similarities and differences between a river Volga in Russia and the river Don in Sheffield, England.</li> <li>• Compare and contrast some different rivers around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Study some of the human and physical features of North America, focusing on hills, mountains, volcanoes and earthquakes and making comparisons.</li> <li>• Compare the similarities and differences between a region in North America and Sheffield.</li> </ul>	<ul style="list-style-type: none"> <li>• Study some of the human and physical features of South America, focusing on landscapes, land use and the climate and making comparisons.</li> <li>• Compare the similarities and differences between a region in South America and Sheffield.</li> <li>• Compare the climate and weather in Sheffield to that in the Amazon rainforest.</li> </ul>

### Geographical skills

#### National Curriculum

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.

Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• Begin to use a range of different sources of geographical information.</li> <li>• Locate different cities in the UK on a map and their surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of different sources of geographical information.</li> <li>• Be able to locate different countries, cities and key geographical regions of the UK on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and compare a range of different sources to locate different places.</li> <li>• Be able to locate some of the countries and cities within North America on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Use, compare and evaluate a range of different sources of geographical information.</li> <li>• Understand and use symbols used in a variety of sources.</li> </ul>

<ul style="list-style-type: none"> <li>• Locate Sheffield and name some different areas within Sheffield looking at maps of Sheffield.</li> <li>• Locate Stannington within Sheffield and locate Bradfield Dam and other landmarks looking at a map of Stannington/ the locality of S6.</li> <li>• Begin to know and use simple key map symbols.</li> <li>• Follow a simple route on a map with some accuracy (Planning a route from school to the field trip visit to Bradfield dam).</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to locate different rivers within the UK on a map</li> <li>• Be able to locate some European countries and capital cities on a map.</li> <li>• Begin to recognise symbols on an OS map.</li> <li>• Begin to use 4 figure grid references when using maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate landmarks in Stannington using a key.</li> <li>• Use maps to locate Sheffield, and understand its position within south Yorkshire and the county of Yorkshire.</li> <li>• Use OS maps to plan routes.</li> <li>• Use walking guides correctly following instructions.</li> <li>• Know and use a range of OS map symbols and start to know other symbols used in different sources.</li> <li>• Use 6 figure grid references when using maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to locate some of the countries and cities within South America on a map.</li> <li>• Use maps to deepen their understanding of the countries involved in WWII.</li> <li>•</li> </ul>
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**Fieldwork skills**

**National Curriculum**

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.

Y3	Y4	Y5	Y6
<p>The skills below will be undertaken during the fieldwork trip to Dale Dyke Dam In Bradfield.</p> <ul style="list-style-type: none"> <li>• Begin to ask geographical questions related to Bradfield dam.</li> </ul>	<p>These skills below are to be undertaken during the fieldwork trip to Mayfield Valley Moorland discovery Centre in the Peak district.</p> <ul style="list-style-type: none"> <li>• Ask and respond to geographical questions</li> </ul>	<p>Fieldtrip around the local area – Stannington and Loxley Valley.</p> <p>Residential trip to Thornbridge Hall</p> <ul style="list-style-type: none"> <li>• Begin to suggest questions for investigating.</li> <li>• Thornbridge Residential in Derbyshire.</li> </ul>	<p>Residential trip to Kingwood in Doncaster.</p> <p>Fieldtrip around the local area - Stannington.</p> <ul style="list-style-type: none"> <li>• Suggest a range of suitable questions for investigating.</li> <li>• Observe, measure, collect and record my findings from</li> </ul>

<ul style="list-style-type: none"> <li>• Sketch and label a map of Bradfield dam and the surrounding area.</li> <li>• Measure a section of the Bradfield Dam</li> <li>• Take digital photographs of Bradfield Dam and use them to illustrate different sections of a map of the dam.</li> <li>• Sketch my findings from local fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and investigate the speed and river flow at different parts of a river.</li> <li>• Draw and label a detailed image of the river system.</li> <li>• Record my finding from fieldwork in a graph.</li> </ul> <p>Additional Fieldwork – Local visit to the river Loxley led by Don catchment Rivers Trust.</p> <ul style="list-style-type: none"> <li>• Ask and respond to geographical questions Investigate and analyse the cleanliness of water in the river through the classification of different invertebrates.</li> </ul>	<ul style="list-style-type: none"> <li>• Record my findings from fieldwork using maps, plans and photographs.</li> <li>• Write a detailed walking guide for a walk within the local area</li> </ul>	<p>fieldwork in a variety of ways including graphs (Climate in Stannington/Climate in the Amazon).</p>
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**Human and physical features**

**National Curriculum**  
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

Y3	Y4	Y5	Y6
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> <li>• Start to understand some of the human and physical</li> </ul>	<p><u>Concepts:</u></p> <ul style="list-style-type: none"> <li>• Develop their understanding of human and physical features within Europe</li> </ul>	<p><u>Concepts:</u></p> <ul style="list-style-type: none"> <li>• Develop their ability to explain and describe some of the earths extreme physical</li> </ul>	<p><u>Concepts:</u></p> <ul style="list-style-type: none"> <li>• Develop their ability to confidently and coherently explain and describe some of</li> </ul>

<p>features in the UK including <b>dams</b> and <b>reservoirs</b>.</p> <ul style="list-style-type: none"> <li>• Understand how dams and reservoirs can change the landscape over time.</li> </ul> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Begin to describe the key human and physical features in the local area (Stannington).</li> <li>• Understand how dams are made looking specifically at the Dale Dyke dam.</li> <li>• Describe and understand different types of settlement and land use in Sheffield.</li> <li>• Understand and describe different economic activities in Sheffield.</li> </ul>	<p>including different <b>water sources (oceans, seas and rivers)</b>.</p> <ul style="list-style-type: none"> <li>• Understand how different water sources can change the landscape overtime.</li> </ul> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Describe the key features of a river including both human and physical.</li> <li>• Understand the distribution of natural resources, by knowing how hydroelectricity is produced.</li> <li>• Understand and describe the water cycle. Understand the impact of pollution within water (oceans and rivers).</li> </ul>	<p>features including <b>hills, mountains, volcanoes</b> and <b>earthquakes</b>.</p> <ul style="list-style-type: none"> <li>• Understand how some of the earths extreme physical geography can change the landscape over time.</li> </ul> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Describe and understand earthquakes.</li> <li>• Identify human and physical features within North America and investigate how these have changed over time.</li> <li>• Understand the impact of volcanoes and earthquakes on land use and settlements.</li> </ul>	<p>the earths more difficult human and physical features including different <b>climates, biomes and vegetation belts, weather</b> and <b>human geography (land use, settlements, economic activity)</b> .</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Name and identify human and physical features within South America, investigating how these have changed over time and comparing to other continents.</li> <li>• Identify and explain lines of latitude and longitude, hemispheres and time zones.</li> <li>• Know, describe and label the features of the layers of the rainforest.</li> <li>• Know what we mean by deforestation.</li> <li>•</li> </ul>
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