Birchwood Junior School

Geography: Progression of Skills

Geography focus, Years 3 to 6

Year	Map Skills & Navigation	Climate & Change	Settlements & Resources	Physical Processes	Interdependence & Diversity	Place Knowledge
Year 3	Draw sketch maps of different places – real and imaginary Use own keys for maps Begin to use standard OS symbols	Describe the features of biomes – polar, tropical Describe how climate can affect human activity	Explain why humans have settled in places Plot where resources can be found in a location	Locate physical features of a place – mountains, rivers, coasts	Describe how places are similar and different to each other Compare places to own locality	Describe a place in terms of weather, plants and animals
Year 4	Draw maps and use simple co-ordinates to show position Use standard OS map symbols Compare maps to show change over time	Describe how climate affects how humans use the environment Describe how human activity has impacted climate change (S. America)	Describe how human settlement has changed over time Explain how humans use resources from around the world	Locate parts of a river and explain how rivers shape the landscape	Link human and physical features to climate and biome Describe similarities and differences between places and own location	Locate places within continents Describe places in terms of climate and biome
Year 5	Draw maps using simple scale Use 4 fig grid references to locate places Interpret maps draw at different scales	Describe how human activity has impacted climate change Describe the difference in biomes found across a continent or country	Describe the impact of humans and resources on the landscape	Locate parts of a river and explain how use by humans changed a river Compare two different rivers and their use	Link human needs to changes in the landscape Describe the similarities and differences between two countries	Locate places within continents and the world Describe places in terms of climate, biome and vegetation belt
Year 6	Read maps using 6fig grid references to accurately plot features Draw maps with accurate scales Interpret maps with different scales and ages	Plot world biomes and describe the conditions in each Understand the cause/consequence of climate change Describe ways humans could halt climate change	Describe the impact of humans on world geography Describe the geographical changes in Europe over twentieth century	Describe the impact of coastal erosion Describe how humans try to negate erosion Explain how the coastal landscape is formed	Link the negative impact of humans to place including floods, famine, poverty	Locate countries within continents Describe places in terms of climate, biome, vegetation belt and resources

Fieldwork

	Autumn	Spring	Summer	Fieldwork week specific
Year 3	**Wild World** • recording selected geographical information on a map or large-scale plan, using colour or symbols and a key (Volcanoes/earthquake zones)	**Stone Age to Iron Age** • making models, annotated drawings and field sketches to record observations (Visit to Creswell Crags) • relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry (comparing CC to Brayford) • using a simplified Likert Scale to record their judgements of environmental quality (Creswell Crags) • developing a simple method of recording their feelings about a place or site (CC)	**Ancient Egypt** • recording selected geographical information on a map or large-scale plan, using colour or symbols and a key (settlements along the Nile) **Into the woods** • taking digital photos and annotating them with labels or captions (Visit to Perlethorpe) • making digital audio recordings for a specific purpose (visit to Perlethorpe) • developing a simple method of recording their feelings about a place or site (Perlethorpe)	• collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect quantitative fieldwork data • designing and conducting interviews • using simple sampling techniques appropriately
Year 4	**Rivers and coasts** • recording selected geographical information on a map or large-scale plan, using colour or symbols and a key (parts of a river) **Ancient Greece** • recording selected geographical information on a map or large-scale plan, using colour or symbols and a key (Greek settlements as sites)	**Roman Britain** drawing freehand maps of routes (Roman remains in Lincoln) • making models, annotated drawings and field sketches to record observations (Lincoln) • using a simplified Likert Scale to record their judgements of environmental quality (Lincoln) • developing a simple method of recording their feelings about a place or site (RL)	**Farm to Fork** drawing freehand maps of routes (route to Rand farm and around the farm itself) • relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry (Rand Farm) • developing a simple method of recording their feelings about a place or site (RF)	• collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect quantitative fieldwork data • designing and conducting interviews • using simple sampling techniques appropriately
Year 5	**Saxons and Vikings** • drawing freehand maps (Saxon or Viking settlement)	**North America study** • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key (features of NAmerica) • making models, annotated drawings (showing processes erosion and deposition)	**1066 onwards – The story of Lincoln** • making models, annotated drawings and field sketches to record observations (Lincoln) • taking digital photos and annotating them with labels or captions (parts of castle/changes) • making digital audio recordings (Cathedral and castle)	• relating large-scale plans to the fieldwork site, identifying relevant features • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect qualitative data • designing and conducting fieldwork interviews • using standard field sampling techniques appropriately

	Autumn	Spring	Summer	Fieldwork week specific
Year 6	**Twentieth century conflict** • conducting a transect to observe changes in buildings and land use (how has Birchwood changed) • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key (battlefields WW1)	**Baghdad 900CE** • drawing freehand maps (City of Baghdad)	**Climate change** • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key	• relating large-scale plans to the fieldwork site, identifying relevant features • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect qualitative data • designing and conducting fieldwork interviews • using standard field sampling techniques appropriately