



## GEOGRAPHY PROGRESSION MAP

Year 5			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	<b>'How is our country changing?'</b> <b>Field Work – Durning Road Disaster</b>	<b>'Where should we go on holiday?'</b> <b>Field Work – Liverpool's highest peak (Woolton Hill)</b>	<b>'What is it like in the Amazon?'</b>
Domain	Progression Statement		
Geographical Knowledge	<ul style="list-style-type: none"> <li>Locate and describe some physical environments in the UK (countries, cities and geographical regions of the UK).</li> <li>Identify human and physical topographical features and land use patterns; and understand how some of these aspects have changed over time.</li> <li>Locate the UK's regions and major cities. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK.)</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate countries in Europe (including Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Locate some major cities and countries of South America on physical and political maps.</li> <li>Describe some key physical and human characteristics of South America.</li> </ul>
Geographical Understanding	<ul style="list-style-type: none"> <li>Understand geographical similarities &amp; differences and change through the study of human and physical geography of the United Kingdom.</li> <li>Understand how the region has changed (E.g. 2012 London Olympics)</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: rivers, mountains.</li> <li>Deepen an understanding of the interaction between physical and human processes - understand hazards from physical environments and their management, such as avalanches in mountain regions.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> <li>Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>

		<ul style="list-style-type: none"> <li>Describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed.</li> <li>The child can know and share information about a European region and understand that a region such as the Alps is unique.</li> </ul>	<ul style="list-style-type: none"> <li>Deepen an understanding of the interaction between physical and human processes - explain some ways a biome (including the oceans) is valuable and under threat from human activity, understand how human activity is influenced by climate and weather, identify an important environmental issue. (E.g. show why the Amazon rainforest is valuable and why it should be protected.)</li> </ul>
Geographical Skills & Enquiry	<ul style="list-style-type: none"> <li>Use the eight points of a compass.</li> <li>Begin to use six figure grid references.</li> <li>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> <li>Compare maps with aerial photographs.</li> <li>Draw a variety of thematic maps based on their own data</li> <li>Use atlases to find out other information (e.g. temperature)</li> <li>Identify the position and significance of lines of longitude &amp; latitude.</li> </ul>		
Breadth of Study	<ul style="list-style-type: none"> <li>Use ICT</li> <li>Carry out field work.</li> </ul>		

**Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.**