

**Ampney Crucis CofE Primary Progression Map**

**Subject: Geography**

**Intent:**

At Ampney Crucis Primary, we aim to deliver a high-quality Geography curriculum, which inspires children’s curiosity and fascination about the world and its people. We intend to equip children with knowledge and skills that will remain with them for the rest of their lives. Geography, by nature, is an investigative subject. Teachers use creative, collaborative approaches to bring Geography alive and give children the opportunity to explore new learning themselves. Children investigate a range of places (both in the UK and the wider world) to develop their knowledge of the Earth’s human and physical processes.

We also intend for children to become confident using key geographical skills across a range of contexts. Children will have the opportunity to collect and analyse data, interpret sources of geographical information (maps, globes, digital mapping etc) and to communicate geographical knowledge in a variety of ways. Our aim is to ignite a passion for learning about the world they live in, both locally and worldwide and to understand the impact that humans have on the world. We seek to deepen the children’s understanding by encouraging them to ask and answer questions about the world and provide them with the skills needed to become independent and competent geographers.

	<b>Autumn (history focus)</b>	<b>Spring – Geography Focus</b>	<b>Summer</b>
<b>Maple</b>		<p><i>Sp1 – I wonder where people and animals live?</i>  <i>Sp2 – I wonder how things are made and how things move?</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>                      Understand the past through settings &amp; characters (castles)                      How do we travel to places? Where are places in the world?                      Travel in the past</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i>                      Create maps &amp; imaginary worlds                      Look at houses around the world</p>	<p><i>S1 – I wonder how things grow?</i>  <i>S2 – I wonder where we could explore?</i></p> <p><i>Talk about the lives of the people around them and their roles in society;</i>                      - <i>Know some similarities and differences between things in the past and now, drawing on their experiences -</i>                      Talk about lives of people around them (favourite foods)                      Understand the past through settings &amp; characters (moon)</p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i>                      Look at life in other countries                      Create maps &amp; imaginary worlds</p>

<p><b>Willow A (Year 1 Content)</b></p>		<p><b>A small area of the UK – Isles of Scilly</b>          Where is the UK?          Name countries and surrounding seas          Where are the isles of Scilly?          What is an island?          Physical features of Isles of Scilly          Hugh Town St Mary          Jobs</p> <p><i>What is a compass and what is it used for?          Directional language          Basic symbols on a map</i></p>	<p><b>My school grounds – my local area</b>          use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ☑ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map          Geography – key stages 1 and 2 3 ☑ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ☑ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	
<p><b>Willow B (Year 2 Content)</b></p>		<p><b>Where in the world?</b>          Comparison with another country.</p> <p>Skills:          Aerial photographs, drawing maps using symbols and keys.</p>	<p><b>A small area in a non-European country – Serrekunda, The Gambia</b>          What is a continent?          African countries and surrounding areas          Where is The Gambia?          How would you get to The Gambia?          Physical geography of The Gambia          Landscapes of Serrekunda          Comparing Serrekunda to locality          Jobs in the area</p> <p><i>Directional language          Map work          Basic map symbol and using a key</i></p>	<p><b>Ampney Crucis Local Study - Fieldwork skills in practice</b>          Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ☑ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map          Geography – key stages 1 and 2 3 ☑ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ☑ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>
<p><b>Chestnut A (Y3 Content)</b></p>		<p><b>The Jurassic Coast</b></p> <ul style="list-style-type: none"> <li>• Where is the Jurassic Coast?</li> <li>• Use an 8-point compass to describe location</li> <li>• Physical characteristics of Durdle Door</li> </ul>	<p><b>A region in a European Country – Naples and Campania</b>          Where is Italy?          How is a region defined?          Where is the Campania region?          Structure of Volcanoes</p>	<p><b>Fieldwork skills in practice – Ampney Crucis</b>          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</p>

		<ul style="list-style-type: none"> <li>Physical characteristics of Old Harry Rocks</li> <li>Human characteristics of Lyme Regis</li> <li>How has the Jurassic Coast changed over time?</li> </ul> <p>Skills: Eight points of a compass Digital maps Map reading</p>	<p>Importance of Vesuvius Difference between magma and lava What is an earthquake? How are earthquakes and volcanoes connected? How are earthquakes measured? What is special about Pompeii and Herculaneum? Why visit Pompeii and Herculaneum? Jobs in Campania Bay of Naples and Tourists Holidays</p> <p><i>Reading a map – using a key Using an 8 point compass Grid references on a map – four and six Digital technology</i></p>	
<p><b>Chestnut B (Y4 Content)</b></p>		<p><b>Why is climate change a problem?</b> Impact of climate change:</p> <ul style="list-style-type: none"> <li>What is the problem?</li> <li>Local impact of Climate Change <ul style="list-style-type: none"> <li>Flooding in Somerset</li> </ul> </li> <li>Global impact of Climate Change <ul style="list-style-type: none"> <li>Deforestation in the Amazon Rainforest</li> </ul> </li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Use an eight-point compass to describe the</li> </ul>	<p><b>A region within North America – California</b> Locate and describe California using maps How does weather affect this region? Geographical vocabulary Physical geography of California Importance of agriculture to California’s economy Human geography of California Living in a large and wide spread city Geologically unstable area Californian volcanoes Coping with earthquakes</p>	<p><b>A region in the UK – East Anglia</b> How is a region defined? Where is East Anglia? Weather in East Anglia Landscapes in East Anglia Comparing towns in East Anglia to locality Jobs in East Anglia Erosion and transportation and deposition along coastlines Renewable energy – off shore wind farms</p> <p><i>Reading a map – basic key symbols Using an 8 point compass Grid references on a map – four Digital technology</i></p>

		<p>location of places in the UK and worldwide</p> <ul style="list-style-type: none"> <li>• Look at symbols and keys to locate features of an area – (Somerset)</li> </ul>	<p><i>Reading a map – using a key</i>  <i>Using an 8 point compass</i>  <i>Grid references on a map – four and six</i>  <i>Digital technology</i></p>	
<b>Oak A (Y5 Content)</b>		<p><b>A region in a European Country – The Paris Basin</b>  Where is France?  How is a region defined and where is the Paris Basin?  Landscapes  Physical geography of the Paris Basin region  Climate, rock types, landscapes, soils and rivers in this region.  Capital city compared to other settlements  Types of farms and farming  Geographical features  Tourism in Paris  River Seine</p> <p><i>Reading different types of maps</i>  <i>Creating and using detailed keys</i>  <i>Using an 8 point compass</i>  <i>Grid references on a map – six</i>  <i>Digital technology</i></p>		<p><b>A region of the UK – South Wales</b>  Where is the UK?  Where is South Wales?  How does the weather affect this region?  Use and influence of coal  How are iron and steel made?  Why the iron industry changed locations.  Pen y Fan – OS Maps  National Parks  Staying safe on mountains  Cardiff Bay Regeneration</p> <p><i>Reading a map – using a key</i>  <i>Using an 8 point compass</i>  <i>Grid references on a map – four and six</i>  <i>Digital technology</i></p>
<b>Oak B (Y6 Content)</b>		<p><b>Trade and Economics</b>  Trading and Economics What Do We Trade? To describe and understand key aspects of 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 in the context of UK imports and exports To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links To understand</p>	<p><b>A region within South America – Amazon Basin</b>  What is the climate in South America?  Why is the Amazon rainforest called equatorial rainforest?  How is the vegetation in a rainforest structured?  How do the plants and animals work together to sustain the rainforest?  Physical geography of the Amazon Basin  The Amazon River  Indigenous People</p>	<p><b>Fieldwork in practice – the local area</b>  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</p>

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 in the context of exports from El Salvador. To describe and understand key aspects of 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 in the context of fair trade To describe and understand key aspects of 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 in the context of the global supply chain To describe and understand key aspects of 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 in the context of changing trade links

Caboclo People – threats facing them  
Threats to the rainforest and preservation

*Reading a range of maps  
e.g. Ordinance Survey  
Creating and using detailed keys  
Using an 8 point compass  
Grid references on a map – six  
Digital technology*