



# Shelton Junior School

## LKS2 Geography Long-Term Progression of Knowledge and Skills



<b>Year A</b>	<b>Go With The Flow – How do people choose where to settle?</b>
	<ul style="list-style-type: none"> <li>• <b>The River Nile/ River Derwent (rivers and the water cycle)</b></li> <li>• <b>Derbyshire (types of settlement and land-use)</b></li> </ul>
<b>Year B</b>	<b>Active Planet– How do we control our emotions?</b>
	<ul style="list-style-type: none"> <li>• <b>Snowdon vs. world mountain ranges</b></li> <li>• <b>Pompeii/Vesuvius (volcanoes and earthquakes)</b></li> </ul>

	<b>Year 3 Skills</b>	<b>Year 4 Skills</b>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Locate the main countries of Europe (including Russia).</li> <li>• Locate the countries of the UK.</li> <li>• Identify the position of the equator and the Tropics of Cancer and Capricorn.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the main countries of North and South America.</li> <li>• Locate the capital cities of the countries of the UK.</li> <li>• Identify the position of the Northern and Southern Hemisphere.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Identify and describe geographical similarities and differences (including physical and human) between where I live and a region in another country.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe geographical similarities and differences (including physical and human) between where I live and a region in another country.</li> </ul>
<b>Human geography</b>	<ul style="list-style-type: none"> <li>• Describe and understand the types of settlement and land use studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand the types of settlement, land use and economic activity studied.</li> </ul>
<b>Physical geography</b>	<ul style="list-style-type: none"> <li>• Describe and understand key features of rivers, the water cycle, mountains, volcanoes and earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key features of rivers, the water cycle, mountains, volcanoes and earthquakes.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to locate countries.</li> <li>• Use the 4 points of a compass and some basic symbols and keys.</li> <li>• Use fieldwork to observe, measure, record and present features in the local area using bar charts and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass and an increasing range of symbols and keys (including simplified OS maps).</li> <li>• Use fieldwork to observe, measure, record and present features in the local area using sketch maps.</li> </ul>



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## UKS2 Geography Long-Term Progression of Knowledge and Skills



<b>Year A</b>	<b>The Amazing Americas – Do we always appreciate what we’ve got?</b>
	<ul style="list-style-type: none"> <li>• <b>North and South America (biomes and vegetation belts; natural resources, including energy, food, minerals and water)</b></li> </ul>
<b>Year B</b>	<b>Amazon Adventures – Why do people explore?</b>
	<ul style="list-style-type: none"> <li>• <b>North and South America (climate zones)</b></li> <li>• <b>South America (economic activity, including trade links)</b></li> </ul>

	<b>Year 5 Skills</b>	<b>Year 6 Skills</b>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Locate the main cities of Europe.</li> <li>• Locate counties of the UK.</li> <li>• Identify the position and significance of latitude and longitude, the Arctic and Antarctic Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the main cities of North and South America.</li> <li>• Locate cities of the UK.</li> <li>• Identify the position and significance of the Prime/Greenwich Meridian and time zones.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand and explain geographical similarities and differences between where I live and a region in another country.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain geographical similarities and differences between where I live and a region in another country.</li> </ul>
<b>Human geography</b>	<ul style="list-style-type: none"> <li>• Describe the land use in places and time periods I’ve studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key features of the distribution of natural resources in the places I have studied.</li> </ul>
<b>Physical geography</b>	<ul style="list-style-type: none"> <li>• Describe and understand key features of climate zones, biomes and vegetation belts.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key features of climate zones, biomes and vegetation belts.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to locate countries and cities and describe features studied.</li> <li>• Use 4 figure grid references, symbols and keys (including OS maps) to build knowledge of the UK.</li> <li>• Use fieldwork to observe, measure, record and present features in the local area using a range of features.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to locate countries and cities and describe features studied.</li> <li>• Use 6 figure grid references, symbols and keys (including OS maps) to build knowledge of the UK and the wider world.</li> <li>• Use fieldwork to observe, measure, record and present features in the local area using a range of features.</li> </ul>

GEOGRAPHICAL CONTENT	Lower Key Stage 2		Upper Key Stage 2	
	Year A – Go With The Flow	Year B – Active Planet	Year A – The Amazing Americas	Year B – Amazon Adventures
<p>Topic Big Question Sticky Vocabulary Subject-linked reading</p>	<ul style="list-style-type: none"> <li>• Derbyshire (types of settlement and land-use)</li> <li>• The Nile/River Derwent (rivers and the water cycle) How do people choose where to settle?</li> <li>• Equator</li> <li>• Tropic of Cancer/Capricorn</li> <li>• Northern/Southern Hemisphere</li> <li>*Belonging</li> <li>*The Time Travelling Cat and the Egyptian Goddess</li> </ul>	<ul style="list-style-type: none"> <li>• Snowdon vs. world mountain ranges</li> <li>• Pompeii/Vesuvius (volcanoes and earthquakes) How do we control our emotions?</li> <li>• Equator</li> <li>• Tropic of Cancer/Capricorn</li> <li>• Northern/Southern Hemisphere</li> <li>*The Street Beneath my Feet</li> <li>*Escape from Pompeii</li> <li>*Earth Shattering Stories</li> </ul>	<p>North and South America (biomes and vegetation belts and natural resources, including energy, food, minerals and water) Do we always appreciate what we've got?</p> <ul style="list-style-type: none"> <li>• Scale, key, contour lines</li> <li>• Grid reference</li> <li>• Latitude, longitude</li> <li>• Tropical, polar, arid</li> <li>• Urban, rural, suburban</li> <li>• Contour</li> <li>• Native/indigenous</li> <li>• Sustainable</li> <li>• Biome, vegetation belts</li> <li>• Natural resources</li> <li>*Holes/The Boy Who Biked the World (Part 2)</li> </ul>	<p>North and South America (climate zones) South America (economic activity, including trade links) Why do people explore?</p> <ul style="list-style-type: none"> <li>• Scale, key, contour lines</li> <li>• Grid reference</li> <li>• Latitude, longitude</li> <li>• Prime/Greenwich Meridian</li> <li>• Tropical, polar, arid</li> <li>• Climate zones, weather/climate</li> <li>• Urban, rural, suburban</li> <li>• Contour</li> <li>• Import/export</li> <li>• Natural, man-made resources</li> <li>• Sustainable</li> <li>• Productivity</li> <li>• Development</li> <li>• Conservation</li> <li>• Pollution</li> <li>*The Explorer</li> </ul>