



Amberley CE Primary School



St. James' CE Primary School,
Coldwaltham



Enabling every child to thrive and succeed

At Arun Villages Federation, we care for EVERYONE. We embrace challenges and all opportunities to learn, recognising the value of education and persevering even when it feels difficult.

We are uncompromising in our aspirations, proud of our – and each other's - achievements and look forward to embracing the experiences the wider world offers.

Respect, Kindness, Honesty, Positivity and Teamwork

Geography

Intent

Implementation

Impact

Geography Progression Map – Key Stage 2

Cycle A

Cycle A Substantive Knowledge	Lower Key Stage 2	Upper Key Stage 2
Key Locational Knowledge	<p><i>Modern Europe</i></p> <ul style="list-style-type: none"> • Pupils know that the UK is in Europe • Pupils will know the names of the Countries of Europe: France, Germany, Spain, Italy, Greece, Austria, Netherlands etc • Pupils will know some Commonwealth countries • Pupils will know main bodies of water in Europe: Mediterranean Sea, Black sea • Pupils can name and locate countries in S. America • Pupils can name and locate Arctic and Antarctic • Pupils will know the Alps are in Europe • Pupils will know the Alps are the largest mountain range in Europe <p><i>Rivers for People</i></p> <ul style="list-style-type: none"> • Pupils know that the Rhine, Danube, Seine are some of the major European rivers • Know the river Nile is in Egypt <p><i>Volcanoes</i></p> <ul style="list-style-type: none"> • Know where the major volcanoes of the world are located • Know at least five differences between living in the UK and a Mediterranean country 	<p><i>Link to Ancient Greece</i></p> <ul style="list-style-type: none"> • Know where Greece is in the world • Know Greece is part of Europe • Pupils can locate the tropics of Cancer and Capricorn and the equator on a map/globe • Pupils will locate and understand the Greenwich Meridian • Pupils will understand what the lines of longitude and latitude are for • Pupils can locate the northern and southern hemispheres <p><i>Journey of a river</i></p> <ul style="list-style-type: none"> • Pupils can locate the river Arun on a map of West Sussex and identify its source and the river’s mouth • Pupils can locate Arundel on a map of West Sussex • Pupils will know the names of the World’s major rivers <p><i>Locality study</i></p> <ul style="list-style-type: none"> • Pupils know the Arundel is in West Sussex, in the South of England
Place Knowledge	<p><i>Modern Europe</i></p> <ul style="list-style-type: none"> • Pupils can identify Europe on a map • Pupils can locate countries of Europe on a map or globe 	<p><i>Link to Ancient Greece</i></p> <ul style="list-style-type: none"> • Pupils know the major countries that the equator passes through

	<ul style="list-style-type: none"> • Pupils know the capital cities of some of the countries of Europe e.g.: Paris, Berlin, Madrid, Rome • Pupils can locate main bodies of water in Europe on a map • Pupils will identify major Commonwealth countries on a map Pupils can locate the Alps on a map • Pupils can identify mountain ranges on a map <p><i>Rivers for People</i></p> <ul style="list-style-type: none"> • Pupils can identify major rivers of Europe • Locate the river Nile on a map • Know the source and mouth of the river Nile • Know the countries the river Nile flows through <p><i>Volcanoes</i></p> <ul style="list-style-type: none"> • Pupils can locate the countries of S America on a map or globe • Will locate the major volcanoes of the world on a map including: Etna, Fuji, Vesuvius 	<ul style="list-style-type: none"> • Pupils know the major countries in the northern and southern hemispheres • Know that Greece is made up of many islands • Know that Greece is a Mediterranean country • Know that Greece has a Mediterranean climate and describe it • Know that Athens is the Capital of Greece • <i>Journey of a river</i> • Pupils know what a tidal river is • Pupils know that the River Arun is the fastest flowing tidal river in England • Will identify deltas, mudflats and salt marshes • Children will identify oxbow lakes • Pupils can identify parts of a river – oxbow lakes, levees, meander, bank, mouth, source <p><i>Locality study</i></p> <ul style="list-style-type: none"> • Pupils can identify Arundel on a map and compare the proximity to Amberley and/or where they live • Know and recognise many of Europe’s key landmarks • Pupils will know London’s key landmarks • Pupils will make comparisons between London and Arundel
<p>Human & Physical Processes</p>	<p><i>Modern Europe</i></p> <ul style="list-style-type: none"> • Pupils know that different regions of Europe have different climates • Pupils will explain some reasons why people move countries: migration, refugees <p><i>Rivers for People</i></p> <ul style="list-style-type: none"> • Pupils will understand different ways people cross rivers • Pupils will know how place names can be derived from river crossings 	<p><i>Link to Ancient Greece</i></p> <ul style="list-style-type: none"> • Will explain how the physical features of Greece effect its types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><i>Journey of a river</i></p> <ul style="list-style-type: none"> • Understand what happens to a river as it reaches the coast including the formation of deltas, mudflats and salt marshes. • Learn how a river forms on high ground and how it changes as it journeys to the sea

	<ul style="list-style-type: none"> • Pupils will know about the relationships between rivers and settlements in Britain and other countries • Pupils will know the importance of rainfall and rivers in growing crops • Pupils will understand the importance of the river Nile to life in Egypt • Pupils will know different ways in which rivers are used by people • Know why most cities are situated close to a river • Know that people’s jobs are determined by where they live • Pupils will know about different types of water power including hydroelectric power stations and water wheels <p><i>Volcanoes</i></p> <ul style="list-style-type: none"> • Pupils will know about and name the layers of the Earth • Pupils will understand how volcanoes are formed and why they erupt • Pupils will know that volcanoes are openings in the Earth’s crust • Pupils know that during an eruption, ash, magma and gases escape from this opening • Pupils know that when they erupt, volcanoes can be a hazard to people and to the environment • Pupils know some reasons why people live near volcano • Pupils know why volcanoes erupt • Pupils can name the different types of volcano – composite, shield 	<ul style="list-style-type: none"> • Understand the stages of a river’s journey from source to the sea. • Learn the definitions of river vocabulary and make an illustrated glossary. • Create labelled, annotated drawings to explain the water cycle. • Pupils will be able to describe how humans can affect the course of a river • Know and explain the features of a water cycle <p><i>Locality study</i></p> <ul style="list-style-type: none"> • Pupils can describe how the settlement of Arundel has developed overtime • Pupils can give reasons why the location is a good place for a settlement
<p>Cycle A Disciplinary Knowledge</p>		

<p>Geographical skills and Fieldwork</p>	<p><i>Modern Europe</i></p> <ul style="list-style-type: none"> • Use maps to locate world countries and capitals • Use a globe to gain a better understanding about countries' location (USA and Russia, for example) • Talk about the features in their local environment and compare it with another they know • Understand how to use six-figure grid references Pupils will know and be able to use the 8 points of a compass <p><i>Rivers for People</i></p> <ul style="list-style-type: none"> • create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity • Produce freehand map of a known place, e.g., journey between home and school • Use appropriate special language when giving directions <p><i>Volcanoes</i></p> <ul style="list-style-type: none"> • Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with 		<p><i>Link to Ancient Greece</i></p> <ul style="list-style-type: none"> • Pupils will be able to use lines of longitude and latitude to record a location • Appreciate how historically there have been changes to many countries across the world, including changes in names. • Reflect on the key changes that have occurred in buildings, trade and population <p><i>Journey of a river</i></p> <ul style="list-style-type: none"> • Pupils visit the River Arun and devise methods for measuring the depth of the river and the speed of the river. <p><i>Locality study</i></p> <ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Create journey booklets, to include maps, sketches and samples to capture what a place is like • Create map displays to communicate their fieldwork investigations • Use historical maps to compare and contrast a location to today • Recognise most of the symbols used on a UK road map, including status of roads • Understand some of the main features of a satnav • Recognise ordnance survey (OS) symbols and know what they stand for 	
<p>Key Vocabulary</p>	<p>Mountain Hill Trade Export Volcano Mantle Core</p>	<p>Settlement Defensible Trade Harbour Travel Canal</p>	<p>Direction of flow Source Stream Brook Habitats Navigation Tourism</p>	<p>Water cycle Erosion Wetlands Estuary Silt Sediment Ecosystem</p>

	Crust Lava Magma Gas Ash Eruption Tectonic plates Dormant Extinct Pod Bean Raw materials		Transport Pollution Flooding	Tidal Oxbow lake Deltas Mudflat salt marshes. Eddies Currents Rip tide
Assessment				

Geography Progression Map – Key Stage 2

Cycle B

Cycle B Substantive Knowledge	Lower Key Stage 2	Upper Key Stage 2
Key Locational Knowledge	<p><i>Progression from KS1</i></p> <ul style="list-style-type: none"> • Explain clearly the main differences between a village, town and city • Know the main differences between a rural and an urban location within the UK <p><i>Earthquakes & Tsunamis</i></p> <ul style="list-style-type: none"> • Know that different areas of the world have natural disaster such as earthquakes and tsunamis <p><i>Rainforests</i></p> <ul style="list-style-type: none"> • Know key differences between living in the UK and in a country in either North or South America <p><i>Polar regions</i></p> <ul style="list-style-type: none"> • Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly 	<p><i>Climate change</i></p> <ul style="list-style-type: none"> • Know how a continent’s climate can vary and impact on people’s lives • Know that climate and physical features has an important part to play when considering where and how people live <p><i>Deserts</i></p> <p><i>Biomes</i></p> <ul style="list-style-type: none"> • Know the physical conditions necessary for the creation of different biomes <p><i>Mountains: locality contrast</i></p> <ul style="list-style-type: none"> • Pupils can locate the Alps on a map • Pupils can • identify mountain ranges on a map
Place Knowledge	<p><i>Progression from KS1</i></p> <ul style="list-style-type: none"> • Use maps, atlases, and globes to locate countries. <p><i>Earthquakes & Tsunamis</i></p> <ul style="list-style-type: none"> • Where earthquakes and tsunamis occur • Will locate the tectonic plates on a map <p><i>Rainforests</i></p> <p><i>Polar regions</i></p>	<p><i>Climate change</i></p> <ul style="list-style-type: none"> • Locate countries on a world map; use a key to compare average carbon emissions per person <p><i>Deserts</i></p> <ul style="list-style-type: none"> • Know the names of and locate some of the world’s deserts • Use maps, atlases and globes to locate countries • Will how the Grand Canyon was formed, looking at plate tectonics, river flow and debris flow <p><i>Biomes</i></p> <ul style="list-style-type: none"> • Know and recognise the physical conditions necessary for the creation of different biomes

		<ul style="list-style-type: none"> • Contrast the main features found in two different biomes, e.g., tundra and desert • Pupils understand the terms vegetation belts and biomes <p><i>Mountains: locality contrast</i></p> <ul style="list-style-type: none"> • Use maps and atlases to locate mountains and mountain ranges. • Pupils know how mountains were formed
<p>Human & Physical Processes</p>	<p><i>Progression from KS1</i> <i>Earthquakes & Tsunamis</i></p> <ul style="list-style-type: none"> • Know what causes an earthquake and tsunami • Describe and understand key aspects of earthquakes. Understand some of the effects of plate tectonics. • Understand effects of seismic waves. • Gain an understanding of life in an earthquake zone. • Describe and understand key aspects of earthquakes. Understand why and how engineers construct earthquake resistant buildings. <p><i>Rainforests</i></p> <ul style="list-style-type: none"> • Label layers of a rainforest and know what deforestation is • Know the term 'fair trade' and its implications on the lives of so many people • Know about the positive and negative features of plastic • Know why ports are important for world trade • Pupils can describe how chocolate is made • Pupils understand the concept of 'fair trade' • Know why recycling is important <p><i>Polar regions</i></p>	<p><i>Climate change</i></p> <ul style="list-style-type: none"> • Describe and understand climate zones and biomes • Find out how different climate impacts vegetation. • Understand the delicate interdependent nature of ecosystems and consider global environmental problems and solutions. • Know about climate change and its potential impact on our lives • Know why industry is important to the world • Know about the issues associated with Brexit • Know how the lives of children vary across the world • Understand what the greenhouse effect and climate change are. • Identify natural and human causes of climate change. • To identify some of the impacts of climate change. • Understand that climate change may impact mountain environments. • Understand some potential humans' effects on environments, including the impact of tourism. • To consider what humans need to thrive. • To identify ways in which children's rights are being affected by climate change.

		<ul style="list-style-type: none"> • To explain some different ways in which people are taking climate action. • To identify some 'green' careers. <p><i>Deserts</i></p> <ul style="list-style-type: none"> • Learn about the Havasupai and Hualapai people living in the Grand Canyon region · Identify modern land-use, settlement and tourism in the Grand Canyon • Examine topographical maps of the Grand Canyon and learn about the 3D forms these represent <p><i>Biomes</i></p> <ul style="list-style-type: none"> • Know what is meant by biomes and what are the features of a specific biome Begin to learn about indigenous populations of different biomes and how climate affects their lives. <p><i>Mountains: locality contrast</i></p> <ul style="list-style-type: none"> • Know about the key human and physical differences between living in the UK and a different European country • Learn about the Havasupai and Hualapai people living in the Grand Canyon region · Identify modern land-use, settlement and tourism in the Grand Canyon • Examine topographical maps of the Grand Canyon and learn about the 3D forms these represent • Describe and understand key physical geographical aspects of mountains. • Understand how different types of mountains are formed. • Understand why people climb mountains.
<p>Cycle B Disciplinary Knowledge</p>		

<p>Geographical skills and Fieldwork</p>	<p><i>Progression from KS1</i></p> <ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. • Understand how to use four-figure grid references • Explain what a place is like and why • Be familiar with topographical maps and know about contours, etc • Understand how to use four-figure grid references <p><i>Earthquakes & Tsunamis</i></p> <ul style="list-style-type: none"> • Experiment making an earthquake proof structure using simple materials <p><i>Rainforests</i></p> <ul style="list-style-type: none"> • Explain what a place is like and why <p><i>Polar regions</i></p> <ul style="list-style-type: none"> • Explain what a place is like and why 	<p><i>Climate change</i></p> <ul style="list-style-type: none"> • Understand the consequence of ignoring climate change • To act in role to build empathy and understand that some people are being impacted by climate change more than others. • Read and interpret different types of data to compare greenhouse gas emissions from foods • Measure and record temperature changes over time. • To describe in detail how a plant or animal species is being impacted by climate change. • To work with others to research, plan and evaluate a design of a climate-friendly school. <p><i>Deserts</i></p> <ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest • Understand how to use digimaps • Understand how to use six-figure grid references <p><i>Biomes</i></p> <ul style="list-style-type: none"> • Closely observe and then draw animals/plants. • Describe and use information about climate zones and biomes. • Carry out a comparative test, explaining which variables need to be controlled and why. • Set up a geographical fieldwork enquiry, starting with a hypothesis • Review, apply and consider next steps as a result of their geographical enquiry • freehand maps • Visit a local natural feature and take a range of geographic photographs and make sketches • Identify geographic features from the photographs they have taken
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			<p><i>Mountains: locality contrast</i></p> <ul style="list-style-type: none"> • Create journey booklets, to include maps, sketches and samples to capture what a place is like • Create map displays to communicate their fieldwork investigations • Use digital mapping software packaged with confidence • Use graphs to record features such as temperature or rainfall across the world • Carry out tests over time, evaluate changes and consolidate their understanding • Add annotations, such as label and captions to 	
Key Vocabulary	Pod Bean Raw materials			
Assessment				