



St. Peter's C of E Primary School – Geography Curriculum Progression

| RECEPTION | | | | | |
|--------------------------------|--|--|--|----------------|---|
| Early Years | AUTUMN (see Summer term – World Cup – comparing other countries- November) | | | | |
| | Development Matters Statements | Progression of knowledge and skills | Linked texts | Key vocabulary | Wider Opportunities |
| | CIR: Draw information from a simple map Explore the natural world Around them Describe what they see, hear and feel whilst outside Understand the effects of changing seasons on the natural world around them. | Transition Navigating around our classroom and outdoor areas using directional language. Through Forest School opportunities to explore the places/ objects within our learning environment. Introduce Forest School: Enquiry question: What can I see around my school building? My Town Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Look at a map of Town – Our Town – Go for a walk around Darwen draw on the information we have seen on a map of Darwen. Autumn Introduce Forest school and look at the changes in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Autumn | Starting School Books Signs and Symbols around the classroom Visual Timetable images My Town Books- non Fiction People who help us books Books with an Autumn Theme | | Forest School environment Walk Around the local town |
| | Expectation by the end of: | | | | |
| | Reception (Early Learning Goals): People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and difference between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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. The Natural World Explore the natural world around them, making observations and drawing on pictures of animals and plants Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | |
| SPRING | | | | | |
| Development Matters Statements | Progression of knowledge and skills | Linked texts | Key vocabulary | | |

| | | | | |
|--|---|---|-----------------------|--|
| Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live | Arctic Animals Looking at a contrasting environment and town. Observing physical features of the environment. Compare The Arctic to other places. (where we live) | Arctic Animals/Polar Bears/Arctic | | |
| Draw information from a simple map | Can children talk about their homes? Maps of local area Comparing places on Google Earth – how are they similar/different? Digi maps Discuss Goldilocks Journey to the bears house. (Link to habitats & the environment of the woods) | Traditional Tales – Goldilocks and the Three Bears | | Trip to the woods – Environment observations |
| Explore the natural world Around them Describe what they see, hear and feel whilst outside Understand the effects of changing seasons on the natural world around them. | Winter Introduce Forest school and look at the changes in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Winter | Books on winter theme | | |
| Expectation by the end of: | | | | |
| Reception (Early Learning Goals): | | | | |
| SUMMER | | | | |
| Development Matters Statements | Progression of knowledge and skills | Linked texts | Key vocabulary | |
| Explore the natural world Around them Describe what they see, hear and feel whilst outside Understand the effects of changing seasons on the natural world around them. | Spring Introduce Forest school and look at the changes in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Spring | Spring Themed Books | | |
| Recognise some similarities and differences between life in this country and life in other countries | Summer, England, Transport & Holidays Looking at a contrasting environment and town. Observing physical features of the environment. Talk about another country | Holiday Brochures Books about chosen country | | Airport Visit |

| | | | | | |
|--|---|---|------------------------|------------------------|-------------|
| | Recognise some environments that are different to the one in which they live | Discuss modes of transport. Differences between land and water. Differences between transport in this country and one other country. Use beebots on simple maps. Encourage children to use navigational language. | Transport Books | | |
| | ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Summer, England, Transport & Holidays Map work for journeys to destinations. | Maps Atlas | | Beach Visit |
| | Explore the natural world Around them Describe what they see, hear and feel whilst outside Understand the effects of changing seasons on the natural world around them. | Summer Introduce Forest school and look at the changes in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer | Summer Themed Books | | |
| Expectation by the end of: | | | | | |
| Reception (Early Learning Goals): | | | | | |
| KEY STAGE ONE | | | | | |
| Locational knowledge | Pupils should be taught to: | | | | |
| | <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | | | |
| | Expectation by the end of: | | | Key vocabulary: | |
| | <u>Year 1</u> I know the names of the four countries in the United Kingdom. I know how to locate the four countries in the United Kingdom on a map. I point to the equator, North and South Pole on an atlas and globe. I know some places are linked to other places e.g roads, trains etc. | | | | |
| | <u>Year 2</u> I know the continents of the world. I know the world's oceans. I name the capital cities of England, Wales, Scotland and Northern Ireland. I locate the continents of the world on a map. I locate the world's oceans on a map. | | | | |
| Place knowledge | Pupils should be taught to: | | | | |
| | <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | | | | |
| Expectation by the end of: | | | Key vocabulary: | | |

| | | | |
|-----------------------------------|---|------------------------|--|
| | <p>Year 1 I know where I live and tell someone my address. I know what I like and do not like about the place I live.</p> <p>Year 2 I know what I like and do not like about a place that is different to the one I live in. I describe a place outside Europe using geographical words.</p> | | |
| Human and physical geography | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | |
| | <p>Expectation by the end of:</p> <p>Year 1 I keep a weather chart and answer questions about the weather. I know about some of the main things that are in hot and cold places. I know which clothes I would wear in hot and cold places. I know how the weather changes throughout the year and name the seasons. I know about some of the features of an island.</p> <p>Year 2 I know how jobs may be different in other locations. I know about the facilities that a village, town and city may need and give reasons.</p> | Key vocabulary: | |
| Geographical skills and fieldwork | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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>Expectation by the end of:</p> <p>Year 1 I know the four main directions on a compass are North, East, South and West.</p> <p>Year 2 I use different directional vocabulary: near, far, left, right to explain where a location is. I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley. I know how to sketch a simple map, using basic symbols and a key.</p> | Key vocabulary: | |
| CYCLE A | | | |

| AUTUMN | SPRING | SUMMER | |
|--|---|--|--|
| UK Countries and Capital Cities. Where would you like to live in the UK? | Where do I live? What is the geography of where we live? | A small area in a non-European country. What is life like in Australia? | |
| <p>Teaching sequence can include: UK maps, cities, towns and villages. Ask simple geographical questions e.g. What is it like to live in this place? Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name, locate and identify characteristics of the seas surrounding the United Kingdom. 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</p> <p>Do I know how to name and locate the four countries of the United Kingdom? Do I know how to name the capital cities of each country in the United Kingdom? Do I know how to name the seas surrounding the United Kingdom and identify the different characteristics of the seas? Do I know how to identify the landmarks of London? – human and physical features Do I know how to find landmarks within an aerial photographs of London? Do I know how to use compass points and positional language to navigate between points on a map? Do I understand what symbols and keys are on map of London?</p> | <p>Teaching sequence can include: Darwen seasonal and daily weather. Link their homes with other places in the local community. Know about some present changes that are happening in the local environment (building houses). House post codes etc. Know the difference between a physical and human features (natural and man-made). Use simple maps of the local area e.g. large scale, pictorial etc. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Do I know the difference between villages, towns and cities? Do I know what the terms rural and urban mean? Do I know how to locate Darwen on a map of the United Kingdom? – knowing your address in this lesson (different maps showing different scales) Digimaps lesson plan to follow Do I know how to explore and observe things in and around Darwen? Do I know how to recognise humans and physical features on a map of Darwen? Do I understand what is close by and what is far away from where you live? Do I know how to create a 3D map of Darwen? Do I know some present changes that are happening in the local environment? – e.g. building houses</p> | <p>Children will learn about a small area within a contrasting non-European country. Children will explore similarities and differences between the small area being studied and areas with which they are more familiar.</p> <p>Teaching sequence can include:</p> <p>Do I know how to explore Australia and where it is in the world? Do I know how to identify how far away Australia is from Darwen? Do I understand the weather and climate in Australia? Do I know how to compare Australia’s climate with the climate in the United Kingdom? Do I understand that the UK and Australia have opposite seasons? – Christmas comparison Do I know how to name some famous physical features of Australia? Ayres Rock, Great Barrier Reef Can I describe some Australian animals? Can I explain what life is like for people in a specific area of Australia?</p> | |
| CYCLE B | | | |
| Continents and oceans How is life different on other continents? | Hot and cold places on Earth. How do weather patterns differ around the world? | Fieldwork and mapping of St. Peter’s. What information can we learn from maps? | |
| <p>Teaching sequence can include: Name and locate the world's seven continents and five oceans.</p> <p>Do I know how to name the seven continents of the world and label them on a world map? Do I know how to name the five oceans of the world and label them on a world map?</p> | <p>Teaching sequence can include: Weather investigation Describe seasonal weather changes. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> | <p>Teaching sequence can include: Map work on the school grounds. Suggest ideas for improving the school grounds. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes Use simple observational skills to study the geography of the school and its grounds Make simple maps and plans e.g. pictorial place in a story</p> | |

| | | | |
|---|--|--|--|
| <p>Do I know how to locate Europe on a world map and identify some of its countries and features? Do I know how to locate Asia on a world map and explore the features and characteristics of China? Do I know how to locate Australia on a world map and identify some of its features and characteristics? Do I know how to locate Africa on a world map and explore the features and characteristics of Kenya? Do I know how to locate North America on a world map and explore the features and characteristics of the USA? Do I know how to locate North America on a world map and explore the features and characteristics of the Brazil? Do I know how to locate Antarctica on a world map and identify some of its features and characteristics?</p> | <p>Do I know how to identify and describe expected weather types for the season? Do I know the different symbols for recording the weather? – set up investigation here Do I know how to describe daily weather patterns and how they change over time? Do I know how to investigate daily weather patterns? E.g. rain gauge – results would make this lesson – need to put something in place before this Do I know how to describe the typical weather conditions of a Polar region? Do I know how to compare weather in the United Kingdom to that of a Polar region? Do I know how to describe the typical weather of an equatorial region? Do I know how to compare weather in the United Kingdom to that of an equatorial region?</p> | <p>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. Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map Do I know how to use compass points to navigate around a map? Do I understand what an aerial photograph is? - plan perspective in the classroom Do I understand what symbols and keys are on map? Do I know how to explore and observe things on the school grounds? Do I recognise humans and physical features of the school surroundings? Do I know how to use directional language to describe features? Do I know how to devise a simple map of school using basic symbols and a key? Do I know how to devise a simple map to include improvements to our school using basic symbols and a key?</p> | |
| LOWER KEY STAGE TWO | | | |
| Locational knowledge | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | | |
| Expectation by the end of: | | Key vocabulary: | |
| <p>Year 3 I know the name of a number of countries in Europe, including the location of Russia. I know the capital city of at least six European countries. I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map. I know whether a country is located in Southern or Northern Hemisphere.</p> <p>Year 4 I know how to find at least six cities and counties in the UK on a map. I know about, name and locate some of the main islands that surround the United Kingdom. I know the difference between the British Isles, Great Britain and the United Kingdom.</p> | | <p>Continents, oceans, countries, cities, capital cities, landmarks, famous, Europe, Americas, Russia, regions, physical, human, land use, patterns, changes, discuss, investigate, mountains, hills, roads, latitude, longitude, equator, northern and southern hemisphere, tropics of cancer, tropics</p> | |

| | | | |
|------------------------------|--|---|--|
| | | of Capricorn, arctic circle, Antarctic circle | |
| Place knowledge | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand 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 | | |
| | <p>Expectation by the end of:</p> <p>Year 3 I know why people may be attracted to live in cities. I know why people may choose to live in one place rather than another.</p> <p>Year 4 I research to discover features of villages, towns and cities and appreciate the differences. I know the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p> | Key vocabulary: | |
| | | | |
| Human and physical geography | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 | | |
| | <p>Expectation by the end of:</p> <p>Year 3 I know about, locate and name some of the world's most famous volcanoes. I know about and describe the key aspects of volcanoes.</p> <p>Year 4 I know about and describe the key aspects of earthquakes.</p> | <p>Key vocabulary:</p> <p>Volcanoes, earthquakes, tsunamis, natural disaster, tectonic plates, lava, magma, erupt, human impact, measure, analyse, predict, investigate, distance, sketch, cross-section, diagram, settlement, rainforest, Climate, Weather, Biome, Equator, Tropic of Cancer, Tropic of Capricorn, Tropical, Forecast, Forest floor, Understory, Canopy, Emergent, Diet, Habitat, Amazon river, Deforestation, Soil erosion, Impact, Toucan, Tree frog, Species, Natives, Tribe</p> | |
| | | | |
| Geographical skills and | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 | | |

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> 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. | | | |
| Expectation by the end of: | | Key vocabulary: | |
| Year 3 I know how to use Ordnance Survey symbols and four-figure grid references. I know the eight main directions on a compass are North, North East, East, South East, South, South West and North West. | | Compass North, east, south, west, direction, north-east, north-west, south-east, south-west, grid references, symbols, keys, ordnance survey, digital mapping, data, northings, eastings, scale, contours, fieldwork, investigate, sketch, route, plot, journey, distance, time, aerial, satellite, similarities, differences | |
| Year 4 I know how to plan a journey from my town /city to another place in England. I know how to sketch a map, using Ordnance Survey symbols and a key. | | | |
| CYCLE A | | | |
| Local environment fieldwork study. How does our local area support our community? | Volcanoes and earthquakes. What is the cause and effect of a volcanic eruption? | A region in the UK. How was the Lake district formed and why do people visit today? | |
| <p>The pupils will investigate their local area using maps, aerial imagery. They should learn where they are in the world and describe a range of physical and human features of their locality. They should begin to realise that different types of maps e.g. Ordnance Survey, Google Maps, Bing Maps, Google Earth etc. show different features in more/less detail. For example, their school will not always appear on Google Maps but will definitely feature on large scale OS maps such as Digimap for schools.</p> <p>Teaching sequence can include:</p> <p>Do I know how to identify key locations in the UK including cities and counties? DO I know how to locate my local area on a map and plot a route? Digital mapping, using four figure grid references. Do I know about the physical and human features of our local area? Identify physical and human features of the locality Do I know how to identify different types of services in our local area? Do I know how to collect and record evidence about my local area? (job survey and questionnaire) Do I know how devise a map using symbols? Make more detailed fieldwork sketches/diagrams.</p> | <p>In this unit of work, children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They should learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. They should begin to ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters) and what they have learned in school.</p> <p>Teaching sequence can include:</p> <p>Do I know how to draw a cross section of the earth to show its layers? Do I know how volcanoes are formed? Do I know what happens when a volcano erupts? Do I know how to name and locate volcanoes on a map? Focus on Mt Vesuvius - Do I know why people choose to settle near a volcano? Do I know how earthquakes occur? Do I know the impact natural disasters have on human life?</p> | <p>The children will study key aspects of human and physical geography in the Lake District. They will consider geographical similarities and differences between the Lake District and other regions of the world or the UK, including their own locality. (Children also refer back to their learning on the Lake District when studying other regions later in UKS2).</p> <p>Teaching sequence can include:</p> <p>Do I understand the physical Geography of the UK? Children to be able to name and locate areas within the UK and name some of the main islands surrounding as well as know the difference between the British Isles, Great Britain and the UK. Do I know where the Lake District is on the map of the UK? Do I know why people visit the Lake District? Do I know how to research a key location in the Lake District? Do I understand why tourism is important to the Lake District? DO I understand the diverse landscape of the Lake District? Do I know to plan a journey from Darwen to the Lake Districts?</p> | |

| | | | |
|--|---|---|--|
| <p>Use the 8 points of a compass Draw accurate maps with more complex keys and symbols. Do I know how to evaluate my local park and offer suggestions for local improvement?</p> | | | |
| CYCLE B | | | |
| <p>Rainforests Why is the rainforest ecosystem so important?</p> | <p>A region in a European country. Who are our European neighbours? (Italy)</p> | <p>Region in South America</p> | |
| <p>Children will study the Amazon Basin as much of the region is covered in tropical rainforest (biome). They will learn about this and other rainforests of the world. They will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles.</p> <p>Teaching sequence can include:</p> <p>Do I understand biomes and vegetation belts? Biome map activity will get children to identify continents as well as identifying different biomes where they will learn the names and locations and different climates.</p> <p>Do I know how to locate rainforests of the world? Map work, recap of continents, oceans.</p> <p>Do I know how to identify the different layers of the rainforest?</p> <p>Do I understand the significance of the Equator, hemispheres and tropics?</p> <p>Do I understand how land is used in the Amazon Rainforest?</p> <p>Do I understand the threat the Rainforest is under? Debate issue of deforestation</p> | <p>Children will explore a European area in detail whilst continuing to be aware of its broader geographical context, such as the country and continent in which it is located. Children will explore similarities and differences between the region being studied and regions of the UK with which they are more familiar.</p> <p>Teaching sequence can include:</p> <p>Do I know the different countries of Europe and their capital cities? Identify where countries are within Europe; including Russia using maps, globes, digital maps and images.</p> <p>Do I know how to locate Italy on a world map? Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p> <p>Do I recognise and understand the similarities and differences between Italy and the UK? Population, language, culture, landscape, mountains, plants, wildlife. Recognise and understand there are similarities and differences between places.</p> <p>Do I know how to compare the weather and climate in the UK and in Italy? Explain about weather conditions / patterns around the UK and parts of Europe. What is the difference between climate and weather?</p> <p>Do I know how to describe the physical Geography of Italy? Mountain range? Volcano of Mt Vesuvius, longest River.</p> <p>Do I know how to travel from the UK to Italy? Capital cities. Develop an awareness of how places relate each other Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photographs. Plan a journey</p> <p>Do I know about the physical environment of Venice? Learn about the the nature of flooding and Venice becoming the sinking city rather than the now 'floating city'. Can Venice be sustained as a living city for residents?</p> | <p>Teaching sequence can include:</p> <p>Do I know how to locate Brazil on a world map? Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. Recognise the different shapes of continents</p> <p>Do I know how to use evidence to compare different locations? Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Do I know what and who indigenous people are?</p> <p>Do I know about indigenous tribes?</p> <p>Do I know how to compare different qualities of life between those living in the UK and those living in an area of Brazil? Understand why there are similarities and differences between places. Recognise that people have differing quality of life living in different locations and environments</p> | |
| UPPER KEY STAGE TWO | | | |

| | | |
|------------------------------|--|---|
| Locational knowledge | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | |
| | <p>Expectation by the end of:</p> <p>Year 5 I name and locate the capital cities of neighbouring European countries I know the countries that make up the European Union. I locate many of the world's most famous rivers.</p> <p>Year 6 I name the largest deserts in the world and locate desert regions in an atlas.</p> | <p>Key vocabulary:</p> <p>Continents, oceans, countries, cities, capital cities, landmarks, famous, Europe, Americas, Russia, regions, physical, human, land use, patterns, changes, discuss, investigate, mountains, hills, roads, latitude, longitude, equator, northern and southern hemisphere, tropics of cancer, tropics of Capricorn, arctic circle, Antarctic circle, prime/Greenwich meridian, time zones, day, night, position</p> |
| Place knowledge | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand 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 | |
| | <p>Expectation by the end of:</p> <p>Year 5 I name many of the world's most famous rivers. I name many of the world's most famous mountains.</p> <p>Year 6 I locate the largest deserts in the world in an atlas. I locate the largest mountains in the world in an atlas.</p> | <p>Key vocabulary:</p> |
| Human and physical geography | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 | |

| | | | |
|--|--|--|--|
| | <p>Expectation by the end of:</p> <p>Year 5 I know about, name and locate many of the world’s most famous mountain regions. I know why most cities are situated by rivers. I know about the course of a river. I know why ports are important and the role they play in distributing goods around the world.</p> <p>Year 6 I know why some places are similar and dissimilar in relation to their human and physical features.</p> | <p>Key vocabulary:</p> <p>Natural resources, mountains, human, physical, human impact, pollution, biodiversity, water cycle, precipitation, evaporation, condensation, water vapour, natural resources, settlement, land use, energy, rivers, bank, basin, bay, canal, channel, confluence, current, dam, delta, downstream, erosion, flooding, floodplain, flood barrier, gorge, meander, rapids, erode, river bed, stream, source, mouth, tributary</p> | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills and fieldwork</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Expectation by the end of:</p> <p>Year 5</p> <p>Year 6 I know how to use an atlas by using the index to find places. I know how to use some basic Ordnance Survey map symbols. I know how to use Ordnance Survey symbols and six-figure grid references. I collect and accurately measure information (i.e rainfall, temperature, wind speed, noise levels etc.) I know how time zones work and calculate time differences around the world.</p> | <p>Key vocabulary:</p> <p>Compass North, east, south, west, direction, north-east, north-west, south-east, south-west, grid references, symbols, keys, ordnance survey, digital mapping, data, northings, eastings, scale, contours, fieldwork, investigate, sketch, route, plot, journey, distance, time, aerial, satellite, similarities, differences, measure, analyse, predict</p> | |
| CYCLE A | | | |
| <p>Rivers of the UK and beyond, fieldwork study of a local river</p> | <p>The world’s countries and key features</p> | <p>Region of North America</p> | |

| What is a river? | How is life adapted in a mountain environment? | Global aspects, human geography, economic activity. How is climate change affecting our world? | |
|---|--|---|--|
| <p>In this unit of work children learn about rivers and the water cycle. This is in the context of a local river study (fieldwork) and key aspects of the main rivers in the UK and in the wider world. Children will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects and is influenced by rivers. They will link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.</p> <p>Teaching sequence can include: Do I know how to understand and explain the water cycle? Do I know how to find out about rivers and how they erode, transport and deposit materials? Do I know why rivers are important? Do I know how to find out about the causes of river pollution and the effect it has on the environment? Do I know to investigate a river in detail including the effects on the environment and landscape? Do I know how to conduct a geographical enquiry? (2 lessons)</p> | <p>Teaching sequence can include: Do I know how to locate mountain ranges of the world? Do I know how mountains are formed and the different types of mountains?</p> | <p>Teaching sequence can include: Do I know how to interpret given information to identify causes of climate change? Do I know how to use evidence to refute common claims of climate change sceptics/deniers? Do I know how to identify some effects of climate change on people at home and abroad? Do I know how to identify some of Britain's natural resources and explain how they are used? Do I know how to identify some ways in which natural resources are used to produce energy? Do I know how to identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use? Do I know how to describe where a range of natural resources come from and how they are used? Do I know how to find out about 'green' careers which are related to action on climate change and improving the environment?</p> | |
| CYCLE B | | | |
| <p>What can we find out about geographical features of North America?</p> | <p>Biomes and vegetation, where does our food come from? Why is fair trade fair?</p> | <p>Fieldwork investigating the Coast How and why do our coasts vary in the UK?</p> | |
| <p>Teaching sequence can include: Do I know how to identify the countries of North America? Do I know how to investigate and compare climates in North America? Do I know how to explore the geographical features of North America? Do I know how to explore the capital cities of North America? Do I know how to explore the various time zones of North America and compare to other time zones around the world? Do I know how to compare a region of the UK with a region of North America?</p> | <p>Teaching sequence can include: Do I know how to explain the UK's trade links with other countries? Do I know how to use maps to explain the UK's trade links with other countries? Do I know how to explain trade links between El Salvador and the UK? Do I understand the importance of fair trade? Do I know how to explain the global supply chain? Do I know how to research how trading has changed through history?</p> | <p>Teaching sequence can include: Do I know what coasts are and how they are formed? Do I know about the physical features of coasts and the processes of erosion that affect them? Do I know how to explore different strategies of coastal management? Do I know how to identify different types of beaches? Do I know how to use maps and secondary sources to research and describe coastal areas? Do I know how changes in land use will affect people and the environment in different ways?</p> | |

| | | | |
|--|--|--|--|
| Do I know how to research the human and physical Geography of a particular North American region? | | | |
|--|--|--|--|