Geography Progression of Knowledge and Skills

Teaching of Geography at Thringstone is based on the aims and purposes outlined in the National Curriculum and has fidelity to the academic discipline of geographical learning.

Our curriculum is guided by the following academic fingerprint:

Children will:

- Have secure contextual knowledge of local, national and globally significant places and be able to identify and locate a range of continents, countries and important cities.
- Have a secure understanding of a range of human and physical geographical characteristics and how these change over time.
- Be competent in the geographical skills needed to: collect, analyse and communicate a range of data gathered through experiences of fieldwork.
- Have secure knowledge of reading, understanding and creating/drawing maps. They will gain experience of using atlases, globes and aerial photographs.
- Have competent skills to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We have carefully designed a knowledge rich curriculum alongside a clear progression of skills. Wherever possible, the knowledge has been linked to other areas of the curriculum, with history being at the core of this to help deepen the chilren's learning opportunities. The knowledge and skills build incrementally so that by the end of Key Stage 2 children know, understand and apply the subject content specified in the Programme of Study for geography and are fully prepared for the next stage of their learning.

Geographical Threads

The areas of learning in geography are sequenced and linked through the study of:

- Location-Continents, oceans, regions, countries, capital cities, global position (northern/southern hemisphere, equator, tropics), compass directions, distances.
- Human and physical features- Naturally occurring landforms of environments: hills, mountains, valleys, bodies of water, natural resources.

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Things made or altered by people: urban and suburban settlements (cities and hamlets), rural settlements (hamlets and villages). Leisure and manufacturing facilities, transport infrastructure, financial institutions, retail outlets, farming and agriculture, reservoirs, dams, power stations, pavements, street furniture.

- Human and physical processes- Physical processes give rise to the physical features we see- these can sometimes take a millennium to happen and are ongoing: erosion, deposition, the water cycle, ocean circulation, climate change, earthquakes and volcanoes. Human processes are influenced and can influence physical features which offer possibilities and constraints for human activity: transport, trade, migration, settlements, industry, travel, leisure and tourism, pollution.

- Comparing and contrasting- How physical, human and cultural elements are different from each other on a global and local scale. Physical aspects to compare: climate, vegetation, bodies of water, landscape. Human characteristics to compare: population density, ethnicity and nature of the built environment.

Key areas of knowledge:	
Local Knowledge	Develop contextual knowledge and understanding of their locality including developing an understanding of the human and physical features.
Locational Knowledge	Develop contextual knowledge of the location of globally significant places. This knowledge thread will include continents, oceans, regions, countries, capital cities, global position (northern/southern hemisphere, equator, tropics), compass directions, distances.
Human and Physical Geography	Defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Physical processes give rise to the physical features we see such as: erosion, deposition, the water cycle, ocean circulation, climate change, earthquakes and volcanoes. Human processes are influenced and can influence physical features which offer possibilities and constraints for human activity: transport, trade, migration, settlements, industry, travel, leisure and tourism, pollution.
Place Knowledge	Make increasingly detailed comparisons between places based upon the differences of physical, human and cultural elements on a global and local scale. Even places that are near to one another can have a great deal of diversity. The physical aspects to compare include climate, vegetation, fauna, bodies of water, landscape. The human characteristics to compare population density, ethnicity, nature of the built environment and poverty levels.

Key geographical skills:	
Geographical Enquiry	Children will develop the skills of investigation and comparison in order to actively engage in understanding their own place and the world they live in as well as being able to compare the human and physical differences and similarities of specific places in the world.
Geographical Understanding	Children develop their skills of communication (opinions and questions included) and investigation in order to articulate geographical information in a variety of ways (using a range of sources), including through maps, numerical and quantitative skills and writing at length.
Map Skills	Children will develop the skills to interpret maps, globes and atlases as well as aerial photography, satellite imagery and digital mapping. Children will also develop the skills to construct their own plans and maps.
Location and Direction	Children will develop their skills of direction by following increasingly progressive directional language and apply this to their own movement progressing to the movement on a range of sources- maps, globes etc.

	Autumn (unit 1)	Spring (unit 2)	Summer (unit 3)
Year 1	Seasons / weather patterns	United Kingdom	Home and School
Year 2	Continents and Oceans	Somalia / hot and cold places	UK coastline
Year 3	Settlement	UK (Mountains and rivers, cities and towns)	Volcanoes & Earthquakes
Year 4	Mountains	Europe	Rivers and Water Cycle
Year 5	Biomes	Farming / sustainability	Global Trade
Year 6	Geographical Skills	Antarctica / Climate Change	North & South America

Geography in EYFS

Geography in EYFS Geography in the Early Years is mainly taught through 'Understanding the World'.

The EYFS Framework states:

Understanding the World
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The table below outlines the aspects of the Elevate EYFS Curriculum that feed into our **Geography** curriculum progression:

EYFS (4-5 year olds)	Early Learning Goals
People, Culture and Communities Know the village/town/city in which their school and home is located. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Know about different occupations and ways of life	**ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and, when appropriate, maps.

The Natural World Explore the natural world around them, recording observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Observe and discuss similarities, changes and patterns in seasons, weather, growth	**ELG: The Natural World** Know some similarities and differences 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.
Vocabulary address road avenue street close lane village town country world globe atlas map house bungalow detached semi-detached terrace route journey travel transport community job teacher farmer doctor nurse vet postal worker shop keeper dentist police officer soldier butcher baker grocer vicar firefighter weather season Spring Summer Autumn Winter North Pole South Pole Arctic Antarctic Africa China England North Yorkshire church pub school play park farm factory shop supermarket similar different	

Year 1	Knowledge	Vocabulary	Skills	Related Texts
	<u>Human and Physical</u> 'Seasons and the weather' • Know that the four seasons are spring, summer, autumn and winter. • Know that in the UK, autumn and winter are colder, and spring and summer are warmer. • Know how to name different weather • Know that scientists called meteorologists can make weather forecasts. • Know what weather forecasts show. **Key knowledge threads- Comparing and contrasting and Physical Processes.**	Winter, Spring, Summer, Autumn, season, weather, meteorologist, wind, snow, rain, sun, hot, cold, heatwave, rainfall, flood, gale, storm, monsoon, hurricane. <u>Fieldwork vocabulary</u> Collect, record observations, observe.	<u>Geographical Enquiry</u> - Investigate environments by asking questions e.g., about the weather and making observations. <u>Fieldwork</u> - Record observations (weather chart) in simple ways, including pictures. - Remember and talk about what was seen- what is the weather like today? - Collect simple statistics about the weather- e.g., rainfall in a week/ month. Suggested outcomes: Complete an investigation into rainfall over the course of a week. Measure the rainfall over the week e.g., how long it has rained for each day and collect this information in a table. Create an information poster about extreme weathers.	**Fiction** Froggy Day by Heather Pindar & Barbara Bakos Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup **Non-fiction** Why Do Leaves Fall From Trees? by Ruth Owen First Facts: Seasons by DK

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	Locational Geography 'The UK- countries and seas' • Know that the UK is made up of England, Scotland, Wales and Northern Ireland. • Know that the capital cities in the UK are London, Edinburgh, Cardiff and Belfast. • Know that the UK is bordered by four seas: the English Channel, North Sea, Irish Sea and Atlantic Ocean. • Know some physical features of the UK include: mountains, hills, rivers • Know that landmarks are important parts of villages, towns and cities **Key knowledge threads- location and physical features.**	City, capital city, sea, island, ocean, United Kingdom, England, Northern Ireland, Wales and Scotland, coast, Edinburgh, Belfast, England, Cardiff, English Channel, North Sea, Atlantic Ocean, Irish Sea. Fieldwork vocabulary scale, bigger, smaller	Geographical Enquiry • Investigate places within the UK and environments by asking questions, making observations and using a simple source such as maps (UK), atlases, globes. Map Skills • Recognise that a map shows a place (UK). • Use relative vocabulary of scale (e.g., bigger/smaller). • Spatially map places (e.g., recognise the UK on a small (map of UK)- and large (map of world) scale map. Suggested outcomes: Label countries on a map of the UK. Label the four seas on a map of the UK. Create a simple fact file for each country including the capital city. Label a map of UK with major capital cities. Investigate using aerial photographs where each country is and make simple comparisons.	**Fiction** Katie in Scotland by James Mayhew A Walk in London by Salvatore Rubbino **Non-fiction** Maps of the United Kingdom by Rachel Dixon & Ms. Livi Gosling A Street Through Time by DK & Steve Noon

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	<u>Local Geography</u> Thringstone • Know that I go to Thringstone Primary School and that my school is in a village in Leicestershire. • Know the differences between physical and human features. • Know some similarities and differences of their local compared to the past. • Know that they live in a village/town/city. • Know their address including postcode. • Know the name of their school. • Know their journey to and from school. **Key knowledge threads- location, comparing and contrasting and human and physical features.**	City, town, village, house, similar, different, school, journey, travel, school, office, factory, hills, roads, pathways. <u>Fieldwork vocabulary</u> Compass, Compass points: East, North, South, West, Fieldwork plan, aerial photograph map, key, symbols	<u>Geographical understanding</u> - Recognise the different buildings (houses, shop, farms etc.) on their journey to school. - Observe and identify some similarities, differences and patterns in the local area e.g., houses. <u>Map Skills</u> - Describe and follow a route on a map (e.g., to and from school/around the school grounds). - Use a simple atlas to locate places (e.g., where they live/where school is). - Use a basic key on maps (for their home, school, shops). - Use class-agreed symbols to make a simple key. - Draw a map of the route they follow to school (add detail to a sketch map from an aerial photograph. <u>Location and direction</u> - Use and follow directions, including NSEW. <u>Fieldwork</u> - Use tally charts and simple tables to collect information to compare e.g., types of houses. Suggested outcomes: Create a map of the local area with simple symbols. Annotate a simple map of your area with key features. Draw and label different house types. Write a letter home and post. Collect simple data about the different houses. Draw a map of their journey to and from school adding simple symbols. Walk around the school grounds identifying key features. Label key hills and rivers near us on a map and annotate key features in the area	**Fiction** Belonging (2004) Walker Books – Jeannie Baker Once upon an ordinary school day by Colin McNaughton **Non-fiction** Journey to school by Anna Lee Step Inside Homes Through History Goldie Hawk & Sarah Gibb

Year 2	Knowledge	Vocabulary	Skills	Related Texts
	Locational Geography Example- '7 Continents and 5 Oceans' • Know that there are seven continents Asia, Africa, North America, South America, Antarctica, Europe and Oceania. • Know that there are five oceans Pacific, Atlantic, Indian, Southern and Arctic. • Know that a continent is a land mass, and an ocean is a large body of water. **Key knowledge threads- location, physical features and comparing and contrasting.**	Equator, North Pole, South Pole, continent, ocean, sea, island, continent, country, equator, axis, Antarctica, Africa, Asia, Europe, North America, Oceania and South America, Arctic, Atlantic, Indian, Pacific and Southern. Fieldwork vocabulary Compass, Compass points: East, North, South, West	Location and direction • Use and follow directions, including NSEW. Map Skills • Use a simple atlas to locate places- the continents and oceans. • Spatially map places (e.g. the continents on a map of the world). Suggested outcomes: Complete a map of the world with the seven continents and five oceans labelled. Create a comparisons sheet about the different continents based upon key human and physical features the climate, population, hills, rivers, landmarks and sustainability.	**Fiction** Ben and Gran and the Whole, Wide, Wonderful World by Gillian Shields **Non-fiction** Earth's Incredible Oceans by Jess French & Claire McElfatrick

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	Place Knowledge Comparison study- non-European country Somalia • Know that they live in England, which is in the continent Europe. • know what information is presented o globe • Know what makes a country/continent hot or cold • Know that Africa/North/South America is a continent, made of many different countries. • Know similarities and differences between their life and the life of a child in another country- compare homes, schools and jobs. **Key knowledge threads- Location, comparing and contrasting and Human and Physical features.**	Europe, continent, compare, similarities, differences, Kenya, Zambia, Uganda, Europe, population, school, land use. Fieldwork vocabulary Atlas	Geographical Understanding • Identify some similarities and differences between their local area and other places in the world- e.g., Africa (more specially Kenya, Zambia or Uganda) or The Americas- Peru, Brazil, Argentina, Texas, Hawaii, Florida. Geographical Enquiry • To investigate places and environments by asking and answering questions, making observations, and using a range of simple sources. • Make simple comparisons between features of different places. Map Skills To use a simple atlas to locate Africa/The Americas. Suggested outcomes: Locate Africa on a map of the world. Draw a journey from England to Africa/ The Americas. Identify and talk about the landscapes and ask key questions-what can they see? Create a similarities and differences sheet based on population, climate, jobs and schools of themselves and a child living in chosen place.	**Fiction** Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli & Kadir Nelson **Non-fiction** Africa, Amazing Africa: Country by Country by Atinuke & Mouni Feddag
	Place Knowledge Comparison to a different local area - Whitby • Know that people live in different sizes of place, including villages, towns and cities. • Know how to use a compass for directions • Know that the coast is the area beside or near the sea. • Know the human and physical features of the coast • Know that an island is a piece of land surrounded by sea. • Know what is different and what is the same about living by the coast and living in my locality.	City, town, village, beach, harbor, port, cliff, coast, sea, ocean, river, forest, hill, mountain, settlement, house, farm, land use, soil, valley, vegetation, compare, similar, different.	Geographical Enquiry • Investigate places and environments (the coast) by asking questions, making observations and using a simple source such as maps (UK), atlases, globes. Geographical understanding • Show an understanding by describing places and features they study, using some geographical vocabulary (stated in vocabulary list). Map skills • Recognise that a map shows a place- coastal area. • Locate a place- Whitby. • Use relative vocabulary of scale (e.g. bigger/smaller).	**Fiction** Winnie at the Seaside by Valerie Thomas and Korgi Paul The Lighthouse Keeper's Lunch by Ronda Armitage & David Armitage **Non-fiction** Look What I Found at the Seaside by Moira Butterfield & Jesus

	Key knowledge threads- Location, comparing and Human and Physical features.	Fieldwork vocabulary bigger, smaller, scale, map.	Suggested outcomes: Compare aerial photographs of their location and the coast. Label a diagram of the key features at the coast with both human and physical features. Label a map with local beaches and create a route from where we live to the beach. Create a comparisons sheet about life by the coast compared to Thringstone/Coalville	Verona
Year 3	**Knowledge**	**Vocabulary**	**Skills**	**Related Texts**
	Place knowledge Understand similarities and differences through a study of human physical geography of a region of the UK (Land Use and Settlements) - Different in a city than in their local area/countryside. - Know the names of the different settlement types- hamlets, villages, towns and cities. - Know definitions of settlement and land use - Know that some areas of Leicestershire are rural, and some are urban. - Know why settlements are set up in certain areas - Know that settlements change over time - Know that Leicestershire is a county in the countryside and develop understanding of the cities having different geographical features- cathedral, centre, larger population, larger settlements. - Know that land is used in different ways in my local area- farming animals, agriculture, housing, parks etc and compare this to land use and settlements in a city Leicester. **Key knowledge threads- location, comparing and contrasting and human and physical features.**	Land use, farming, comparison, settlement, hamlets, village, city, town, map, locate, landmarks, countryside, county, urban, rural, hamlets, community, market town, economy, county **Fieldwork vocabulary** Compass points: N, N, S, S, map/ Scale, Symbols.	Geographical Enquiry - Investigate places beyond their immediate surroundings, starting to consider settlements and land use- York (city). - Use a range of sources -atlases, pictures, photos/pictured and internet to gather information about population/landmarks/rivers - Begin to initiate/ask geographical questions- linked to the local area and farming. Map skills - Locate places (Thringstone, Leicestershire- rural and nonrural areas) on a scale map (UK). - Follow a route on a map with accuracy travelling from a rural (Thringstone) to a non-rural area (Leicster). - Use an atlas to identify human features-settlements and different areas for land use. Location and Direction - Use letter/no. co-ordinates to locate features (settlements) on a map of England. - Use 4 compass points to follow/give directions. Suggested outcomes: Create a key vocabulary sheet with definitions- land use, settlement, diversity, urban, rural. Use aerial photos to locate key areas of land and explain how the land is used and the types of settlements they see. Annotate a map of the locale area with the key landmarks and how the land is used. Research local famous landmarks and write information about these alongside annotating key landmarks on a map.	**Fiction** Farm Boy by Michael Morpurgo **Non-fiction** Discover and learn: The United Kingdom by CGP Population and Settlement by Izzi Howard England's Villages: An Extraordinary Journey Through Time by Ben Robinson

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		Coordinates, atlas, directions.		
	Locational Geography 'The UK- cities, counties and regions' • Capital cities and identify these on a map. • Know the counties in the UK • Know that a city has a Cathedral. • Know that the United Kingdom is divided into regions called counties (there are 48 in England). **Topographical features for UK** • To know that the longest rivers in the UK are the River Severn, the River Thames and the River Trent. • To know and can name significant human characteristics and physical features of UK, including the statues of the Angel of the North and statue of Constantine (York), Forest of Dean, Roseberry Topping (hill). • Know how the land is used in the UK **Key knowledge threads- location and human and physical features.**	County, country, county, region, city, river, mountains, hills, topographical, physical distribution, human features.	Geographical Enquiry • Investigate places beyond their immediate surroundings, starting to consider physical and human features. • Investigate how places (Yorkshire), change over time. Map Skills • Locate places (UK, London, Edinburgh, Cardiff, Belfast, North Yorkshire etc.) on a map (UK/Europe). • Follow a route on a map with accuracy- e.g. from North- South Yorkshire or the journey of one of the longest rivers etc. • Use coordinate grids and refer to map features such as lines of longitude and latitude. Suggested outcomes: Label a map of the UK with capital cities, counties and regions. Find where they live on a map of the world and a map of the United Kingdom. Label a diagram or photograph using some geographical words of their locality/county/country- label key topographical features. Create information leaflets about key cities/counties/regions.	**Non-fiction** CGP The study book- The United Kingdom by CGP The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom by Imogen Russell Williams
	Human and Physical Geography Example- Volcanoes and Earthquakes' • Know what a natural disaster is. • Know that volcanoes are holes in the earth	Natural disaster, volcano, earthquake, tectonic plates, Erupt, fault lines,	Geographical Enquiry • Carry out their own investigations independently choosing geographical sources and using a range of questions and skills. • Express their own opinions and recognise why others may have different points of view.	Fiction The Firework Makers Daughter by Philip Pullman Non-fiction

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	• Know that the Earth is made up of different layers the core, the mantle and the crust. I know that the crust is made up of plates. • Know that a volcano is a type of mountain. • Know that there are- active, extinct and dormant volcanoes. • Know that the earth's crust is split into tectonic plates. • Know that when the plates move in different directions over time, this can create so much energy an earthquake occurs. • Know the advantages of living near a volcano- link to sustainability- crop grow well due to the nutrients from volcanic ash in soil. **Key knowledge threads- sustainability, location, human and physical features and human and physical processes.**	crust, mantle, outer core, inner core, plates, dormant, ring of fire.	Geographical Enquiry • Understand in some detail what several places are like, why they are similar and different, and how and why they are changing. • Show an understanding of the links between people, places and environments. Suggested outcomes: label the layers of the Earth- core-inner and outer, mantle, crust etc. Research key terminology- plate tectonics, volcano, crust, mantle etc and write about the link between plate tectonics and the formation of volcanoes. Label key features of a volcano. Stick key elements of volcano accurately together. Use an atlas to identify well known volcanos-including Mount Fuji (Japan), Mount Pinotubo (Philippines), Aconcagua (Argentina) and Mount Etna labl the earths tectonic plates using a standard map of tectonic plates to help them.	Volcanoes and Earthquakes KS2 Geography by CGP Volcano and Earthquake by DK Earthquakes and Tsunamis by Ben Hubbard Natural Disasters by Johanna Haney

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Year 4	Knowledge	Vocabulary	Skills	Related Texts
	<u>Human and Physical Geography</u> **Mountains** - Name, locate and explain the importance of significant mountains - Know five types of mountain: fold, fault-block, volcanic, dome and plateau - Four mountains ranges in the UK: - Know topography is the arrangement of the natural and artificial physical features of an area. - There are five types of mountain: fold, fault-block, volcanic, dome and plateau. - Mountains are made when the Earth's tectonic plates push together, move apart or when magma underneath the Earth's crust pushes large areas of land upwards. - Know there are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Yr Wyddfa, also known as Snowdon, in Eryri, also known as Snowdonia, Wales and Slieve Donard, in the Mourne Mountains, Northern Ireland. - Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada.	Tectonic, mountain, converge, peak, range, altitude, arete, key, contour lines, trig point, Ben Nevis, Snowdonia, Skafel Pike, Himalayas, Apls, Andes	<u>Geographical Enquiry</u> • Describe and compare aspects of physical features. <u>Map Skills</u> • Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. • Identify the topography of an area of the UK using contour lines on a map. • Identify, describe and explain the formation of different mountain types. Suggested outcomes: Present their mountain packages to parents and carers and be ready to answer any questions from the audience. Children could write to the British Mountaineering Council to tell them what they have learned during their project.	**Non Fiction**: Mountains by Izzi Howell, Freaky Peaks by Anita Ganeri, Mountains by Melanie Waldron **Fiction**: The Mountain of Adventure by Enid Blyton, Can you Survive Extreme Mountain Climbing by Matt Doeden

	- A mountain is a natural elevation of the Earth's surface, rising to a summit. - Mountains have an elevation greater than that of a hill, usually greater than 610m. **Key knowledge threads- Physical features, location and contrasting and Physical Processes.**			

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	Locational Geography **Europe** • Know that the Northern Hemisphere is found north of the Equator, and the Southern Hemisphere is found south of the Equator. • Know that the Tropics of Cancer and Capricorn are the boundaries for the Tropics. • Know that Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia). • Know that Europe is split into regions: Western Uplands, North European Plain, Central Uplands and Alpine Mountains • Know that France, Spain, Italy, Greece and Germany are in Europe. • Know that London, Paris, Madrid, Berlin are capital cities in Europe • Understand the term climate zones and how these link to lines of latitude. **Key knowledge threads- Location and Physical Processes.**	Europe, continent, country, environmental characteristics, capital city, temperate region, rivers, mountains, longitude, latitude, Northern and Southern hemisphere, equator, , Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, and the Antarctic Circle, Fieldwork vocabulary Compass points: N, E, S, W, NW, NE, SE, SW, scale, maps, ordinance survey map, symbols, coordinates, time zones	Geographical Enquiry • Investigate places within Europe and environments by asking and responding to geographical questions, making observations and using sources. Geographical Understanding • Consider how places (in Europe) change over time, and some links between people and environments. • Investigate places beyond their immediate surroundings, considering human and physical features and patterns. Map Skills • Locate places on larger scale maps. (Europe and world). • Begin to recognise symbols on an OS map. Location and direction • Use the 4 compass points well. • Begin to use 8 compass points. • Use letter/no co-ordinates to locate features on a map. Fieldwork • Offer some explanations for features seen in fieldwork. Suggested outcomes: Use an atlas to locate and label a map of Europe with the countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. Compare and contrast mountain ranges, rivers and landmarks and record key facts.	**Fiction** Neither Here, Nor There: Travels in Europe by Bill Bryson **Non-fiction** Discover and Learn: Europe Study Book by CGP Europe (Where on Earth?) by Vallepur Collins Map of Europe by Collins

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	Human and Physical **'The water cycle'** • Know that water moves around the water cycle, using condensation and evaporation. • Know the terms transpiration and precipitation and their role within the water cycle. • Know that clouds are made of water droplets. • Know that when clouds get too heavy, the water droplets fall as rain. **Rivers** • Know that a river is a moving body of water that drains the land. • Know some major rivers in the UK including the Trent • Know some of the major world rivers: Mississippi, Nile, Amazon • Know the features of a river: oxbow lake, a meander, a V-shaped valley, a waterfall or interlocking spurs • Know that a river flows from its source on high ground, across land, and then into another body of water. This could be a lake, the sea, an ocean or even another river. • Know that rivers are an important part of the water cycle and responsible for transferring water to oceans. • Know that rivers are found on every continent and on nearly every kind of land. Some flow	Water cycle, transpiration, precipitation, evaporation, vapor, condensation, runoff Fieldwork vocabulary 4 compass points- N, E, S, W, NE, SE, NW, SW observe, measure, graphs	**Geographical understanding** • Investigate places beyond their immediate surroundings, considering human and physical features and patterns. • Consider how places change over time, and some links between people and environments. **Location and Direction** • Use 4 compass points to describe the direction water flows in. • Begin to use 8 compass points. **Fieldwork** • 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. Suggested outcomes: Complete key vocabulary sheet- condensation, evaporation, transpiration and precipitation. Draw and annotate diagram of the water cycle offering explanations of the process independently whilst being able to articulate knowledge. Complete own water cycle using- a large transparent bowl, a small transparent bowl, hot water, a few cubes of ice, spoon, cling film, salt, a large sheet of paper, felt tip pens, coloured pencils or quality crayons. Study key known rivers in the world such as The Nile and Amazon (world's longest).	**Non-fiction** The Water Cycle (Collins Big Cat) by Alison Milford Rivers (Where on Earth?) by Susie Brooks Song of the River by Gill Lewis

	all year round. Others flow seasonally or during wet years. **Key knowledge threads- Location and Physical Processes**.			

Year 5	Knowledge	Vocabulary	Skills	Related Texts
	Physical Geography Climate zones, biomes and vegetation belts - Know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones. - Know what the times zones are - Know that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. - Know that climates become more varied in locations further from the equator. - Know that climate change has occurred naturally over millions of years. - Know that the climate of the Americas is highly varied, including rainforests, deserts, temperate and dry climates.	Climate zone, vegetation belt, tropics of Cancer and Capricorn, biomes (Tundra, taiga, grasslands, temperate forest, deciduous forest, chaparral, desert, desert-scrub, savannah, rainforest, alpine) Climate zone (Polar, temperate, arid, tropical, Mediterranean) rainforest, canopy, desert, temperate region. Fieldwork vocabulary	Geographical Enquiry • Know about some of the spatial patterns in human and physical geography- link to the Amazon Rainforest- vegetation/climate. Map Skills • Select the best map for a specific purpose- e.g. for identifying different climate areas, biomes and vegetation belts. • Begin to draw a variety of thematic maps based on their own data- map to show different climates/places etc. Fieldwork • Describe best ways to collect data in fieldwork- climate change over time. • Collect statistics about people and places- people living in different biomes- how are their lives different? • Make careful and accurate measurements. • Use a range of graphs- line/tally/ block. • Draw a sketch map using symbols and a key.	**Fiction** The Explorer by Katherine Rundell The Great Kapok Tree by Lynne Cherry **Non-fiction** Amazon Adventure: Unfolding Journeys by Stewart Ross& Jenni Sparks Tree of Wonder by Kate Messner

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	- Know that rainforests are found around the Equator. - Know the main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. - Know that biomes are affected by: precipitation, temperature and humans **Key knowledge threads- location and human and physical features.**	Survey, collate, data, record, observe, data handling, graphsline/block, charts-tally, results, compare, contrast, locality, measure, conclusions	Suggested outcomes: Create key vocabulary sheet for subject specific vocabulary- biomes, climate zones and vegetations belts etc. Use iPads/computer to research different biomes. Write a fact file about a key animal that has adapted to live in their biome e.g. in the rainforest. Label a map of the world with different biomes.	

	Human and physical geography- **Farming** - Know farming is affected by the climate (typical weather), topography (shape of the land) and soil type of the farm's location. - Know issues such as climate change and how they affect farming - Soil fertility, drainage and climate influence the placement and success of agricultural land. - Know different land use in farming - Transport networks link places together and allow for the movement of people and goods. - Transport networks are usually built where there is a high demand for the movement of people or goods. - The journey that food travels from producer to consumer is measured in food miles. **Key knowledge threads: Human and physical processes**	Agriculture, allotment, arable, biome, carbon footprint, climate, chemical, commercial farming, compost, continent, contour, diary, environment, ethical, export, import, trade, economy, fair trade, fertile, food miles, habitat, home grown, livestock, rural, vegetable, vegetation,	Geographical Enquiry • Construct or carry out a geographical enquiry by gathering and analysing a range of sources. • Explain how the topography and soil type affect the location of different agricultural regions. • Describe how soil fertility, drainage and climate affect agricultural land use. • Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. Geographical understanding • Debate topical issues, problems and events that are of concern to them as individuals and to society. Map Sills • Use 8 compass points confidently and accurately. • Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. Suggested outcomes: debate on the ethics of importing and exporting food. Fact file on the production of a particular food: potatoes, oranges for example	**Fiction**: The Secret Garden by Frances Hodgson Burnett, Farm Boy by Michael Murporgo **Non-fiction:** Wonderful World of Food by Wiley Belvins, RHS Let's Get Gardening by DK

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	Human geography • Know that trade is the buying and selling of goods and is an important way for countries to make money. • Know and explain the difference between imports and exports. • Know the countries the UK trade and what commodities they trade. • Know that Asia is a big manufacturing hub • Know that a commodity is a raw material or primary agricultural product that can be bought and sold, such as copper or coffee. • Know and name some of the goods the UK imports and exports – oils, minerals, cars and technology • Know the importance of fair trade • Know how goods are transported • Know what is meant by a supply chain • Know the importance of trading relationships with regions in North America. **Key geographical threads: Compare resources imported and exported.**	Economy, trade, trade links, fair trade, import, export, commodities	Geographical Investigation • Investigate who the UK trades with using a range of geographical questions, skills and sources. • Express and explain their own opinions about trade/fair trade, recognising others points of view. Geographical Enquiry • Carry out their own investigations independently choosing geographical sources and using a range of questions and skills. • Express their own opinions and recognise why others may have different points of view.	**Non-fiction** Investigating world trade by Ben Ballin

Year 6	Knowledge	Vocabulary	Skills	Related Texts
	Geographical skills • There are five major lines of latitude: Equator (0°), Tropic of Cancer (23.5°N), Tropic of Capricorn (23.5°S), Arctic Circle (66.5°N) and Antarctic Circle (66.5°S). • The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-). • Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. • A scale on a map is written as a ratio, for example, 1cm:800km. • Ordnance survey maps use four and six grid references to locate a feature or place. • Contour lines join points of equal height above sea level and show an area's terrain. • Ordnance Survey symbols are used to represent different features on the landscape. This includes buildings, roads, rivers, lakes and forests. Understanding these symbols is essential for reading and using Ordnance Survey maps effectively.	Tropics, equator, Prime Meridian, longitude, latitude, hemisphere, Antarctic Circle, scale, contour, grid reference, ordnance survey	Geographical Enquiry • Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. Map Sills • Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. • Use satellite imaging and maps of different scales to find out geographical information about a place. • Use satellite imaging and maps of different scales to find out geographical information about a place. • Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night)	Collins Junior Atlas, Maps and Map Skills (The Geography Detective Investigates) by Jen Green, Introducing Maps (Maps and Mapping Skills) by Jack Gillett, Mapping Information (Let's Get Mapping!) by Melanie Waldron

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	Human and Physical Geography • Antarctica is the coldest, windiest and driest place on Earth • When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun. • When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night • The six main physical features of a polar landscape are: iceburg, glacier, mountain, ice field, tundra and boreal forest. • Climate change effects the water, temperature, greenhouse gases and weather of a biome. • The four main causes of climate change are: burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock. • The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. • Tourism has had an environmental, social and economic impact on many regions and countries.		• Describe the climatic similarities and differences between two regions. • Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). • Explain how the presence of ice makes the polar oceans different to other oceans on Earth. • Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. • Compare and describe physical features of polar landscapes. • Explain how climate change affects climate zones and biomes across the world. • Describe the distribution of natural resources in an area or country. • Explain how humans function in the place they live. Suggested outcome: Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.	Shackleton's Journey (Flying Eye Books) by William Grill, Arctic and Antarctic (DK Eyewitness), Polar Regions (Research on the Edge) by Louise Spilsbury, Polar Climates (Info Search) by Cath Senker, The Secrets of the Polar Regions by Barbara Wilson
	Locational Geography **North & South America**	Americas, continents, South and North	Map skill	**Fiction** The quest for z by Greg Pizzoli

	• Know that Brazil, Argentina and Peru can be found in South America. Canada, Alaska and USA are in North America. • Know that South America's largest river is the Amazon • To know that the capital of Brazil is Brasilia, Argentina is Buenos Aires, Ottawa is Canada, Washington D.C is USA and the capital of Peru is Lima. • Know there are 12 countries in South America and 23 in North America almost 400 million South and 600 million North people live there. • Know the Climate of N and S America • Know that the Amazon is a rainforest and this is a type of biome. • Know the main trades for N and S America **Key knowledge threads- location, and human and physical features.**	Americas, rainforest, Amazon, capital cities, river <u>Fieldwork vocabulary</u> Scale, measure, ordinance survey, atlas, symbols.	• Draw a variety of thematic maps (map a particular theme to a geographic area) based on their own data (population, health issues, climate issues etc.). • Use and recognise OS and atlas symbols. • Plot major countries and cities in the Americas • Follow a short route on an OS map e.g. through the Americas. • Use a scale to measure differences e.g. distances across South America (from one specific place to another). • Draw and use maps with a range of scales e.g. their own map of North and South America using their knowledge of scales. Suggested outcomes: Label South America on a map of the world. Identify key human and physical features of South America on a map and annotate. Compare the differences in population of different areas within south America. Create own map incorporating and explaining the scale used.	**Non-fiction** Discover and Learn- North and South America- The Study Book by CGP Close up continents- Mapping South America by Paul Rockett Learning about South America by Christin Petersen

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Glossary of Terms

AD	Anno Domini
alliance	A formal agreement between two or more states to support in case of war.
archaeology	The study of the past through excavation of historical sites.
artefact	An object that has survived from the past.
BC	Before Christ – Before the Birth of Jesus Christ. Equivalent to BCE.
BCE	Before the Common Era equivalent to BC.
causation	the cause of an event.
CE	Common Era equivalent to AD
chronology	The study of a sequence of past events.
civilisation	The society, culture and way of life of a particular area.
concrete object	physical objects or artefacts.
conflict	A prolonged armed struggle.
conquer	To gain or acquire by force.
consequences	Impacts that occurred because of an event.
continuity	Things that stay relatively unchanged over time.
culture	The values shared by a society.
diversity	Respect for and appreciations of differences within a society or culture.
empire	A political construct in which one state rules over other states.
enquiry	An investigation undertaken to understand the past.
era	A period of time in history.

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evaluate	The ability to reach an informed judgment about the value of a source, considering its usefulness and reliability.
evidence	Things that can help us understand the past. There are four main types of evidence written, σral, visual and physical.
hypothesis	An assumption that is created to be tested.
invade	To enter for conquest or plunder.
legacy	Something handed down from one period of time to another period of time.
local history	The study of past events of a local area.
migration	The permanent change of residence by an individual or group.
monarchy	A form of government in which a king or queen is the head of state.
nation	A territory where all people are led by the same government.
omission	Something left out from a source.
period	An era of history having some distinctive feature.
prehistory	The period before the development of writing.
primary source	A piece of evidence originating from the time being examined.
propaganda	Information that is used to persuade people to believe a certain set of facts or values.
raid	A surprise attack by a small force.
representations	Sources.
secondary source	A piece of evidence created later than the event being examined.
settlement	A colony or small community of people.
settlers	A person who moves to a new place with the intention to stay there.
significance	Importance of a person, place or event (Why do historians place worth on remembering them?).
technological advances	The history and improvement of tools and techniques over time.
timeline	A presentation of the chronological sequences of events.