

Geography Progression Document



Geography

Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles.

Resilient: Every child is resilient.

Emotionally Literate: Every child is aware of their feelings and those of others.

Aspirational: Every child aspires for more in their learning and in life.

Communicators: Every child is an effective communicator.

Happy: Every child has the right to be happy. Bilton Community Federation

Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**

We use the Kapow Primary's Geography scheme of work to support our curriculum. This aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

At BJS we:

- inspire children to ask and answer questions about the world in which they live
- build a solid locational and place knowledge of the countries of the world
- develop a fascination of the world's diverse places, people, resources and environments and challenge stereotyped images of people and places,
- create strong links between Geography and other subjects, particularly SMSC,
- raise awareness of topical global issues and encourage children to become responsible, engaged global citizens of the future.

Kapow
Primary

Our Christian Values

Our core Christian Values underpin everything we do at BJS and are woven across all subjects. These values may be taught explicitly within a subject or as a thread throughout everyday school life.

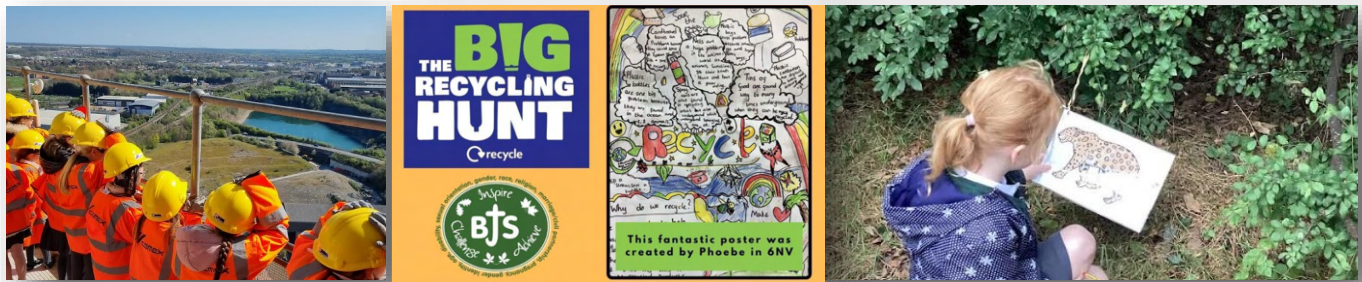
In geography we encourage respect for the environment both locally and globally. We do this through explicit teaching of contrasting localities and how people around the World live. Resilience and cop-operation are part of the learning about climate change and other problems faced by the planet so that children feel they are able to make a positive impact on the World, starting with small changes in their local locality.

What makes our curriculum unique?

There are a number of enrichment opportunities beyond the classroom to support with wider learning in geography. Children have the opportunity to take part in local visits to carry out fieldwork and apply new learning.

There are also opportunities for more-able pupils and geography enthusiasts to participate in enrichment days e.g. 'sustainability day'. We also take part in environmental projects such as the RSPB Big Schools Bird Watch, The Great British Spring Clean and the International Polar Bear Day.

Through assemblies and additional learning opportunities we take part in further events such as Earth Day, World Ocean's Day and World Rainforest Day. In the month of July we aim to be as plastic free as possible to support with reducing the use of single plastics.



Curriculum Overview

	Autumn	Spring	Summer
Year 3	Are all settlements the same?	Who lives in Antarctica?	Why are rainforests important to us?
Year 4	Where does our food come from?	Why do people live near volcanoes?	What are rivers and how are they formed?
Year 5	Why do oceans matter?	Would you like to live in the desert?	What is life like in the Alps?
Year 6	History focus for Autumn term	Why does population change? Why do natural resources matter?	How could we make our local area more environmentally friendly?

Locational knowledge

Place knowledge

Human and physical geography

Geographical skills and fieldwork

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Progression of Knowledge and Skills

Progression of knowledge and skills

Locational knowledge

Lower key stage 2

Upper key stage 2

National curriculum - end of KS2

Pupils should be able to:

- Locating some countries in Europe and North and South America using maps.
- Locating some major cities of the countries studied.
- Locating some key physical features in countries studied on a map including significant environmental regions.
- Locating some key human features in countries studied.
- Locating the world's most significant mountain ranges on a world map and identifying any patterns.
- Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.
- Locating some of the world's most significant rivers and identifying any patterns.
- To know where North and South America are on a world map.
- To know the names of some countries and major cities in Europe and North and South America.
- To know the names of some of the world's most significant mountain ranges.
- To know the names of some of the world's most significant rivers.
- To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.
- To know that climate zones are areas of the world with similar climates.*
- To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*
- To know that biomes are areas of world with similar climates, vegetation and animals.*
- To know the world's biomes. *
- To know vegetation belts are areas of the world which are home to similar plant species.*

- Locating more countries in Europe and North and South America using maps.
- Locating major cities of the countries studied.
- Locating key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Identifying significant environmental regions on a map.
- Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.
- To know the name of many countries and major cities in Europe and North and South America.
- To know the location of key physical features in countries studied.
- To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*

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

Progression of knowledge and skills

Locational knowledge

Lower key stage 2

Upper key stage 2

National curriculum - end of KS2

Pupils should be able to:

- Locating some counties in the UK (local to your school).
- Locating some cities in the UK (local to your school).
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Beginning to locate the twelve geographical regions of the UK.
- Identifying how topographical features studied have changed over time using examples.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- To know the name of some counties in the UK (local to your school).
- To know the name of some cities in the UK (local to your school).
- To know the name of the county that they live in and their closest city.
- To begin to name the twelve geographical regions of the UK.
- To know the main types of land use.*
- To know some types of settlement.*

- Locating many counties in the UK.
- Locating many cities in the UK.
- Confidently locating the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Understanding how land-use has changed over time using examples.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- To know the name of many counties in the UK.
- To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know that London and the South East regions have the largest population in the UK.

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

Progression of knowledge and skills		Locational knowledge
Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p> <p>To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</p> <p>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</p> <p>To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p>	<p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p> <p>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p>	<p>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>

Progression of knowledge and skills		Place knowledge
Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Discussing how climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p> <p>To know the negative effects of living near a volcano.</p> <p>To know the positive effects of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community.</p> <p>To know ways in which communities respond to earthquakes.</p>	<p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how humans have used desert environments.</p> <p>Using maps to explore wider global trading routes.</p> <p>To know some similarities and differences between the UK and a European mountain region.</p> <p>To know why tourists visit mountain regions.</p>	<p>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>

Progression of knowledge and skills		Human and physical geography
Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Mapping and labeling the seven biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p> <p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p>To know the courses and key features of a river.</p> <p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know that an earthquake is the intense shaking of the ground.</p> <p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.*</p> <p>To know the world's biomes.*</p> <p>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>To know that climate zones are areas of the world with similar climates.*</p> <p>To know the world's different climate zones.*</p> <p>To know that climates can influence the foods able to grow.</p>	<p>Describing and understanding the key aspects of the six biomes.</p> <p>Describing and understanding the key aspects of the six climate zones.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p> <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</p> <p>To know vegetation belts are areas of the world that are home to similar plant species.*</p> <p>To name and describe some of the world's vegetation belts.</p> <p>To know why the ocean is important.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

Progression of Knowledge and Skills

Progression of knowledge and skills

Human and physical geography

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Describing and understanding types of settlement and land use.</p> <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describing and understanding economic activity including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describe and understand key aspects of:</p> <p>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>
<p>To know the main types of land use.*</p> <p>To know the different types of settlement.*</p> <p>To know water is used by humans in a variety of ways.</p> <p>To know an urban place is somewhere near a town or city.</p> <p>To know a rural place is somewhere near the countryside.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the threats to the rainforest both on a local and global scale.</p> <p>To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</p> <p>To know the UK grows food locally and imports food from other countries.</p>	<p>To know the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one country to another.</p> <p>To know that natural resources can be used to make energy.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p>	

Progression of skills

Geographical skills and fieldwork

	Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
Question	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.	<p>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>
Observe	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	
Measure	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.	
Record	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.	
Present	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	

Progression of skills		Geographical skills and fieldwork
Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.</p> <p>Using the scale bar on a map to estimate distances.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Zooming in and out of a digital map.</p>	<p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</p> <p>Using the scale bar on a map to calculate distances.</p> <p>Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Beginning to use thematic maps to recognise and describe human and physical features studied.</p> <p>Using models and maps to talk about contours and slopes.</p> <p>Selecting a map for a specific purpose.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4-figure grid references to locate features on a map in regions studied.</p> <p>Beginning to locate features using the 8 points of a compass.</p> <p>Using a simple key on their own map to show an example of both physical and human features.</p> <p>Following a route on a map with some accuracy.</p> <p>Saying which directions are N, S, E, W on an OS map.</p> <p>Making and using a simple route on a map.</p> <p>Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</p>	<p>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.</p> <p>Confidently locating features using the 8 points of a compass.</p> <p>Following a short pre-prepared route on an OS map.</p> <p>Identifying the 8 compass points on an OS map.</p> <p>Planning a journey to another part of the world using six figure grid references and the eight points of a compass.</p>	

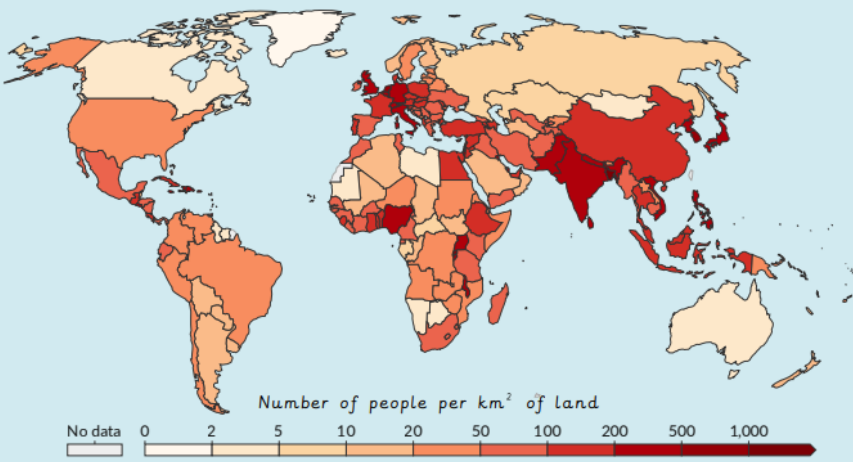
Progression of knowledge		Geographical skills and fieldwork
Lower key stage 2	Upper key stage 2	
<p>To understand that a scale shows how much smaller a map is compared to real life.</p> <p>To recognise world maps as a flattened globe.</p> <p>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</p> <p>To know that an OS map shows human and physical features as symbols.</p> <p>To know that grid references help us locate a particular square on a map.</p> <p>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</p> <p>To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)</p> <p>To know an enquiry-based question has an open-ended answer found by research.</p> <p>To know how to use various simple sampling techniques.</p> <p>To know what a questionnaire and an interview are.</p> <p>To know that quantitative data involves numerical facts and figures and is often objective.</p> <p>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</p> <p>To know a Likert scale is used to record people's feelings and attitudes.</p> <p>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>	<p>To know that contours on a map show height and slope.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.*</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To know a line graph can represent variables over time.</p> <p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p>	

Example Knowledge Organiser

Geography - Why does population change?



Map showing global population density

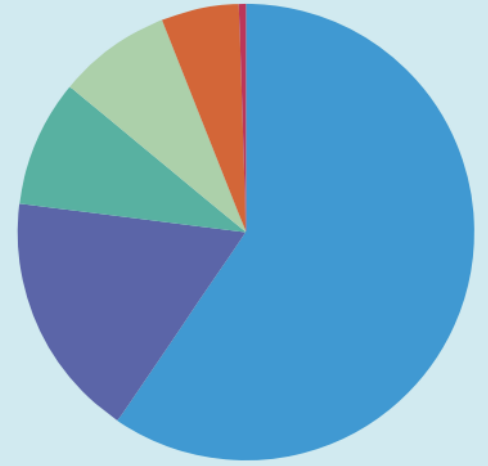


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Global population distribution

population distribution How people are spread across a specific area.



- South America 5.5%
- Oceania 0.5%
- Asia 59.9%
- Africa 17.5%
- Europe 9%
- North America 8%
- Antarctica 0%

population	The number of people living in a particular place.
densely populated	An area that contains many people relative to its size.
sparsely populated	An area that has few people relative to its size.

Geography - Why does population change?



Reasons for population growth

- Increase in birth rate.
- Increase in immigration.
- A stable job and income.
- Decrease in death rate.
- Consistent access to food.
- Clean, spacious housing.

Reasons for population decline

- Decrease in birth rate.
- Increase in emigration.
- Little access to hospitals and medicine.
- Natural disasters.
- Increase in death rate.
- Little or no access to clean water.
- War and conflict.
- Spread of disease.

birth rate

The average number of babies born per 1000 people every year.



death rate

The average number of people dying per 1000 people every year.



push factors	Negative factors that push people away from a place.
pull factors	Positive factors that pull people towards a place.

Push factors	Pull factors
<ul style="list-style-type: none"> To escape conflict or war. To escape natural disasters. Poverty (little money). Little access to healthcare. Few jobs. High crime rate. Little food, crop failure. Harsh climate. Little or no access to education. Unhappy. 	<ul style="list-style-type: none"> To find a good job. To be closer to family and friends. Good access to healthcare. Safety (lack of war). Low crime rate. Access to good education. Pleasant climate and landscape. To find a better quality of life. Respect for different cultures, religions and beliefs.

migration	The act of people moving from one place to another.
refugee	People forced to leave their country to find safety because of conflict, violence or war.



Year 3

Key Skills

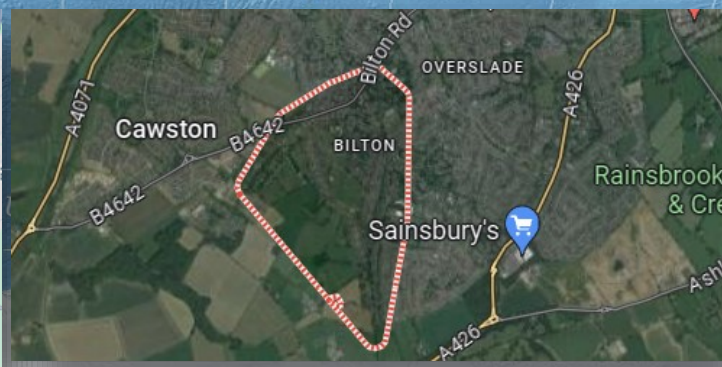
- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Locating some counties in the UK (local to your school).
- Locating some cities in the UK (local to your school).
- Beginning to locate the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Zooming in and out of a digital map.
- Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.
- Using a simple key on their own map to show an example of both physical and human features.
- Following a route on a map with some accuracy.
- Saying which directions are N, S, E, W on an OS map.
- Making and using a simple route on a map.
- Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.
- Beginning to choose the best approach to answer an enquiry question.
- Mapping land use in a small local area using maps and plans.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording, and naming geographical features in their local environments.
- Taking digital photos and labelling or captioning them.
- Finding answers to geographical questions through data collection.

Are all Settlements the Same? Key Knowledge

- To know the names of some of the world's most significant rivers.
- To know the name of some counties in the UK (local to your school).
- To know the name of some cities in the UK (local to your school).
- To know the name of the county that they live in and their closest city.
- To begin to name the twelve geographical regions of the UK.
- To know the main types of land use.
- To know some types of settlement.
- To know water is used by humans in a variety of ways.
- To know an urban place is somewhere near a town or city.
- To know a rural place is somewhere near the countryside.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the UK grows food locally and imports food from other countries.
- To understand that a scale shows how much smaller a map is compared to real life.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Vocabulary

agricultural land, capital city, commercial land, compare, country border
county, dispersed, facilities, land use, legend, linear, local, memorial
metro, monument, nucleated, place of worship, recreational land
region, residential land, settlement, transportation



Who Lives in Antarctica? Key Knowledge

- To know where North and South America are on a world map.
- To know the names of some countries and major cities in Europe and North and South America.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).
- To know the world's biomes.
- To know the main types of land use.
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
- To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.
- To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know the world's different climate zones.
- To know water is used by humans in a variety of ways.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To understand that a scale shows how much smaller a map is compared to real life.
- To recognise world maps as a flattened globe.
- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

Vocabulary

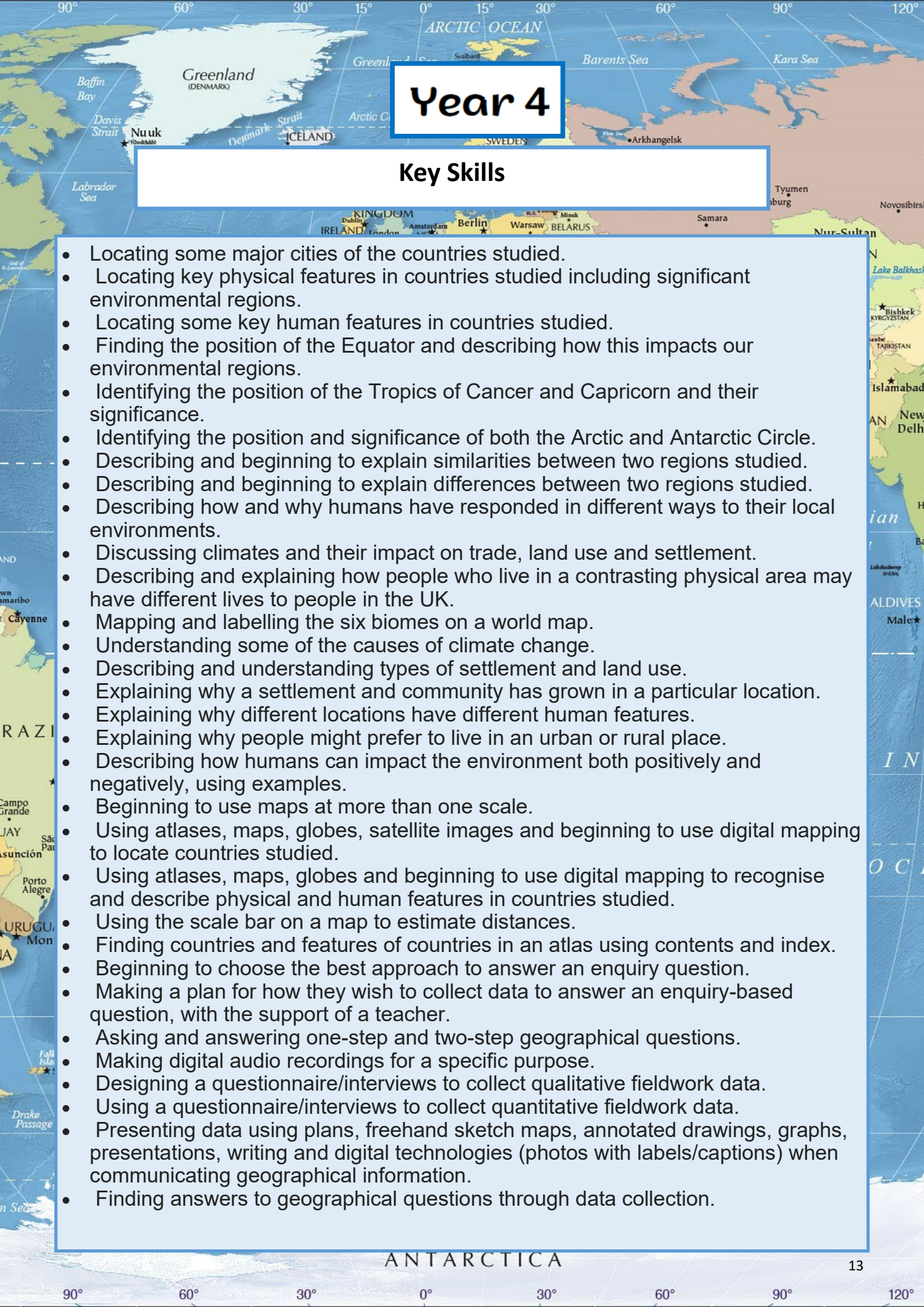
climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty

Why are Rainforests Important to Us? Key Knowledge

- To know where North and South America are on a world map.
- To know the names of some countries and major cities in Europe and North and South America.
- To know the names of some of the world's most significant rivers.
- To know that climate zones are areas of the world with similar climates.
- To know the world's biomes.
- To know vegetation belts are areas of the world which are home to similar plant species.
- To know the name of some counties in the UK (local to your school).
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know the world's different climate zones.
- To know that climates can influence the foods able to grow.
- To know the main types of land use.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the threats to the rainforest both on a local and global scale.
- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.

Vocabulary

analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous people, Interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts



Year 4

Key Skills

- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Identifying the position and significance of both the Arctic and Antarctic Circle.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Describing how humans can impact the environment both positively and negatively, using examples.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Beginning to choose the best approach to answer an enquiry question.
- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.
- Making digital audio recordings for a specific purpose.
- Designing a questionnaire/interviews to collect qualitative fieldwork data.
- Using a questionnaire/interviews to collect quantitative fieldwork data.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Finding answers to geographical questions through data collection.

Where Does Our Food Come From? Key Knowledge

- To know where North and South America are on a world map.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones.
- To know that biomes are areas of the world with similar climates, vegetation and animals.
- To know the world's biomes.
- To know vegetation belts are areas of the world which are home to similar plant species.
- To know the main types of land use.
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climates can influence the foods able to grow.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.
- To know the UK grows food locally and imports food from other countries.
- To know that grid references help us locate a particular square on a map.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.

Vocabulary

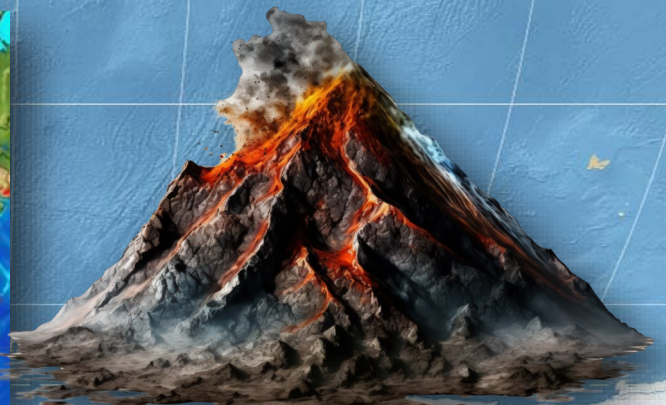
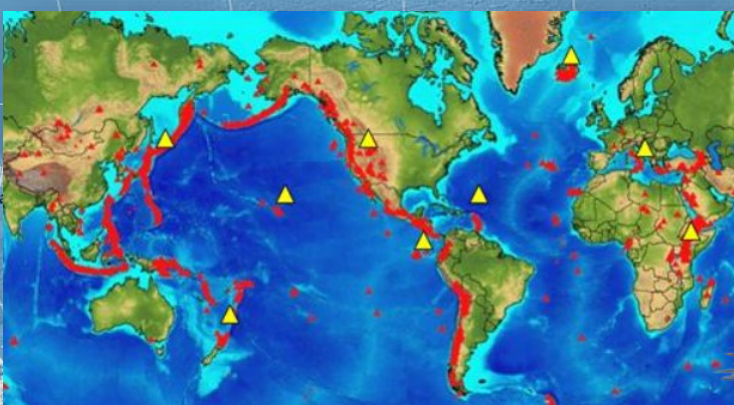
air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability
responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend

Why Do People Live By Volcanoes? Key Knowledge

- To know the names of some countries and major cities in Europe and North and South America.
- To know the names of some of the world's most significant mountain ranges.
- To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.
- To know the main types of land use.
- To know some types of settlement.
- To know the negative effects of living near a volcano.
- To know the positive effects of living near a volcano.
- To know the negative effects an earthquake can have on a community.
- To know ways in which communities respond to earthquakes.
- To know the different types of mountains and volcanoes and how they are formed.
- To know that an earthquake is the intense shaking of the ground.
- To know the different types of settlement.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To recognise world maps as a flattened globe.
- To know how to use various simple sampling techniques.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

Vocabulary

active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicenter, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, natural rock negative effects, plate boundary, positive effects, pyroclastic flow sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami

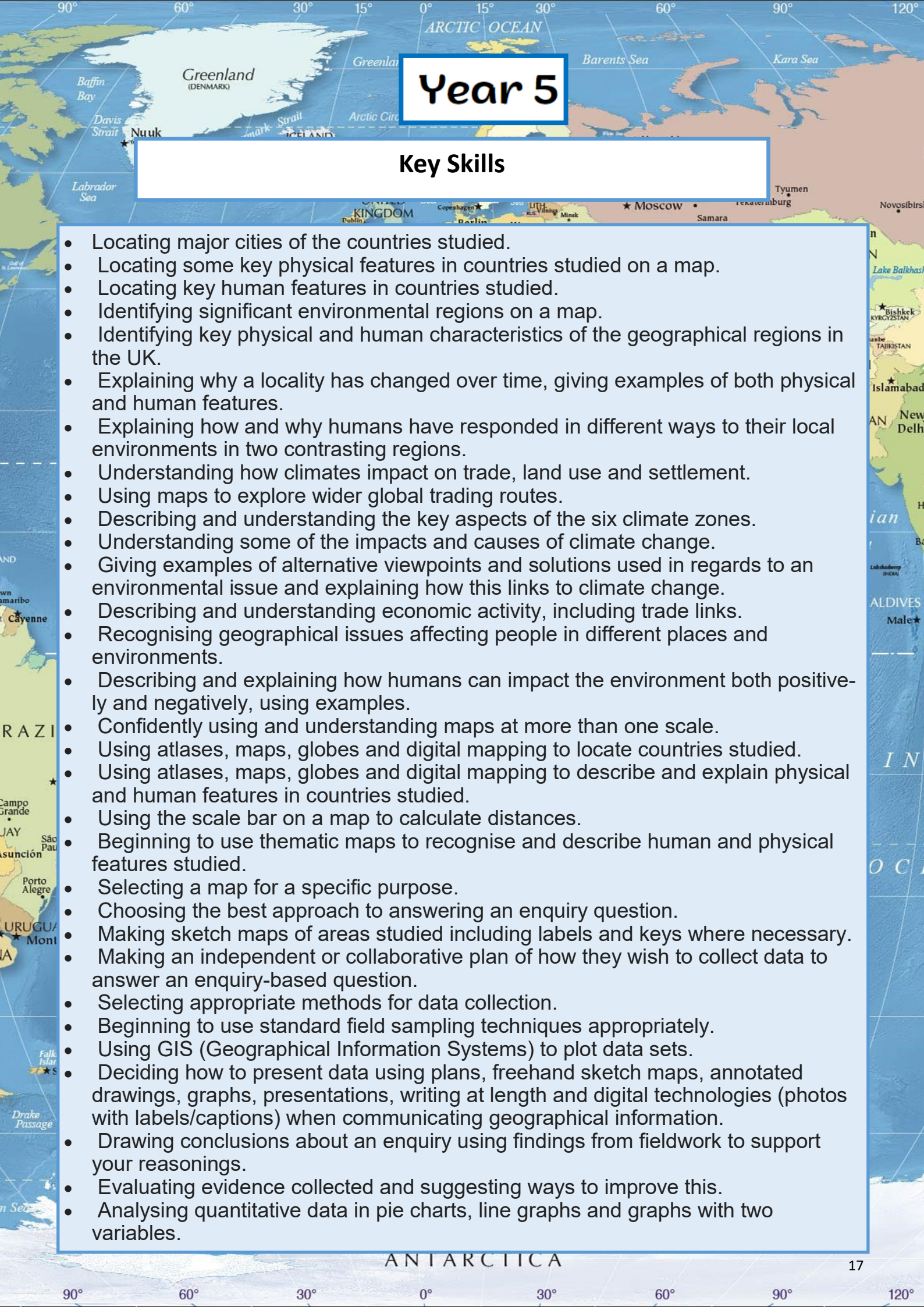


What Are Rivers and How Are They Formed? Key

- To know where North and South America are on a world map.
- To know the names of some of the world's most significant mountain ranges.
- To know the names of some of the world's most significant rivers.
- To know the name of some counties in the UK (local to your school).
- To know the name of some cities in the UK (local to your school).
- To know the name of the county that they live in and their closest city.
- To begin to name the twelve geographical regions of the UK.
- To know the main types of land use.
- To know some types of settlement.
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know the courses and key features of a river.
- To know the different types of mountains and volcanoes and how they are formed.
- To know water is used by humans in a variety of ways.
- To know an urban place is somewhere near a town or city.
- To know a rural place is somewhere near the countryside.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the UK grows food locally and imports food from other countries.
- To understand that a scale shows how much smaller a map is compared to real life.
- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know that grid references help us locate a particular square on a map.
- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).
- To know an enquiry-based question has an open-ended answer found by research.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know a Likert scale is used to record people's feelings and attitudes.
- To know what a bar chart, pictogram and table are and when to use which one

Vocabulary

Condensation, delta, estuary, evaporation, flooding, floodplain
Groundwater, irrigation, leisure, meander, oxbow lake, percolation,
precipitation,
river mouth, source, transpiration, tributary, valley, water cycle, waterfall



Year 5

Key Skills

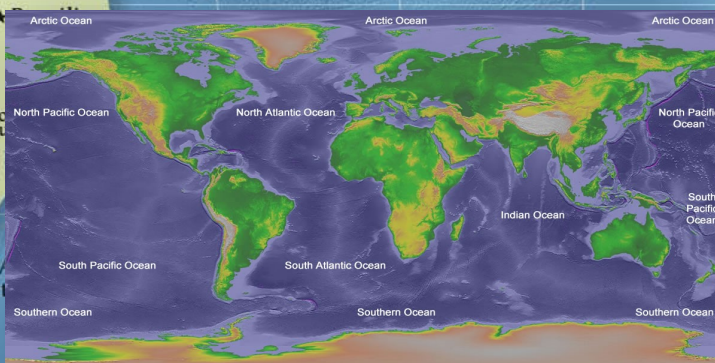
- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Identifying significant environmental regions on a map.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Using maps to explore wider global trading routes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Using the scale bar on a map to calculate distances.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Selecting a map for a specific purpose.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Selecting appropriate methods for data collection.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Why Do Oceans Matter? Key Knowledge

- To know the location of key physical features in countries studied.
- To know why the ocean is important.
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know how the ocean is used for human activity.
- TO Know how the ocean helps to regulate the Earth's climate and temperature.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Vocabulary

Atmosphere, biodegradable, buffer, coral bleaching, coral reef
Decompose, digital map, disposable, ecology, ecosystem
Erosion, geology, habitat, human footprint
Marine, micro plastics, natural disaster, ocean current
Policy, renewable energy, single use plastic, species

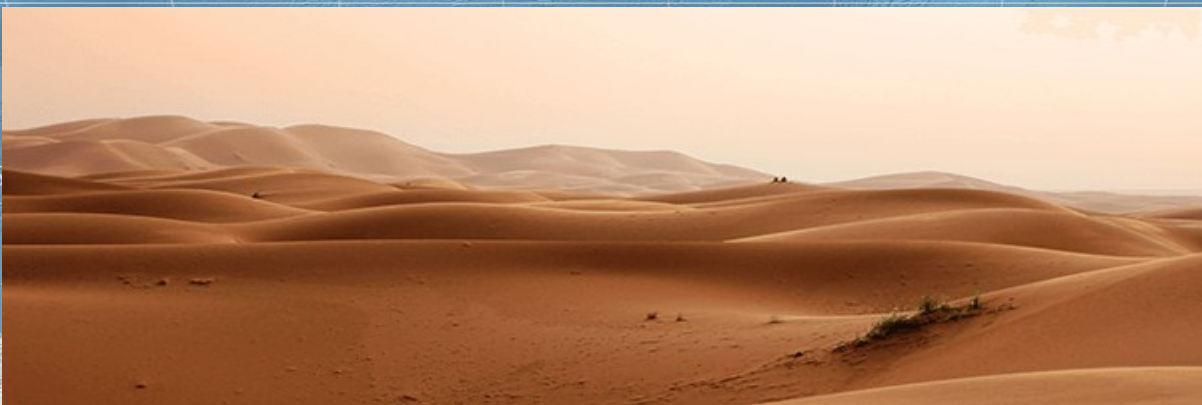


Would You Like to Live In The Desert? Key Knowledge

- Know the physical features found in a desert.
- Know the characteristics of a hot desert biome.
- Know how humans use the desert.
- Know how human activity may contribute to the changing climate and landscape of a desert.
- Know some of the threats to deserts.
- Know the benefits and drawbacks of living in a desert environment.
- Recognise that the Mojave Desert has a different time zone to the UK
- To know the name of many countries and major cities in Europe and North and South America.
- To know the location of key physical features in countries studied.
- To name and describe some of the world's vegetation belts.
- To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.
- To know vegetation belts are areas of the world that are home to similar plant species.
- To name and describe some of the world's vegetation belts.
- To know which factors are considered before people build settlements.
- To know a line graph can represent variables over time.
- To know that natural resources can be used to make energy.
- To know some negative impacts of humans on the environment.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.

Vocabulary

Agriculture, airstrip, arid, barren, biome, climate, desert
Desertification, drought, flash flood, mesa, mining, mushroom rock
national park, natural arch, nature reserve, rainfall
Ranching, renewable energy, salt flat, sand dune, sparse, time zone
tourist attraction, vegetation, weather



ANTARCTICA

What Is Life Like In The Alps? Key Knowledge

- To know the name of many countries and major cities in Europe and North and South America.
- To know some similarities and differences between the UK and a European mountain region.
- To know the location of key physical features in countries studied.
- To know why tourists visit mountain regions.
- To know vegetation belts are areas of the world that are home to similar plant species.
- To name and describe some of the world's vegetation belts.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.
- To locate the Alps on a world map and identify and label the eight countries they spread through.
- To locate three physical and three human characteristics in the Alps.
- To research and describe the physical and human features of Innsbruck.
- To use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
- Know the human and physical geography of their local area and Innsbruck.
- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

Vocabulary

atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, old mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain, climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale





Year 6

- Locating more countries in Europe and North and South America using maps.
- Locating key human features in countries studied.
- Locating many counties in the UK.
- Confidently locating the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.
- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.
- Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.
- Developing their own enquiry questions.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/questionnaires to collect qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.

What Does Population Change? Key Knowledge

- Know the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.
- Calculate the length of a route to scale.
- Follow a selected route on an OS map.
- Use a variety of data collection methods, including using a Likert scale.
- Collect information from a member of the public.
- Create a digital map to plot and compare data collected from two locations.
- Suggest an idea to improve the environment.
- To know that the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many counties in the UK.
- To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know that London and the South East regions have the largest population in the UK.
- To know the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know some negative impacts of humans on the environment.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Vocabulary

air pollution, birth rate, cartogram, climate, climate change, conclusions
death rate, deforestation, densely populated, digital technologies, fossil fuels
greenhouse gases, impact, improvements, involuntary, Likert scale, migrants
migration, natural increase, noise pollution, population, population density
population distribution, pull factors, push factors, qualitative, quantitative, refugee
region, sparsely populated, voluntary

Why Do Natural Resources Matter?

Where Does Our Energy Come From? Key Knowledge

- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many cities in the UK.
- To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.
- To know that natural resources can be used to make energy.
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Vocabulary

Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power

Prime Meridian, producer, regenerate, renewable, replenish, sea level solar power, time zone, urban planner, wind power, six-figure grid reference



