



Nurture. Inspire. Prepare.



**Progression in Knowledge and Skills in Geography**

**National Curriculum Focus**

<p><b>Purpose of Study</b></p>	<p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>
<p><b>Aims</b></p>	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> <li>• are competent in the geographical skills needed to:             <ul style="list-style-type: none"> <li>- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>

	Key Stage One	Key Stage Two
<p><b>Locational Knowledge</b></p>	<ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul>
<p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>Human and Physical Knowledge</b></p>	<ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the</li> </ul>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of:</li> </ul>

	<p>world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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</li> </ul>
<p>Geographical skills and field work</p>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 2 Geography – key stages 1 and 2</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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.</li> </ul>
<b>Cultural Capital</b>		
KS1	LKS2	UKS2
<p>Day trip to Llandudno Field work linked to investigating local area (including mini environmental project led by the children)</p>	<p>Farming and Agriculture visit (Packington Free Range Farm) Ingestre Hall residential arts project linked to Climate change, plastic pollution and endangered animals.</p>	<p>Birmingham Botanical Gardens Plas Gwynant linked map work</p>
OAA planned in all year groups through P.E. using map work skills.		

### Links to EYFS – Educational Programme for Geography

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.

### Geography

<u>0-3 Years (Daisies Class)</u>	<u>3 – 4 Years (Daffodils Class)</u>	<u>Reception Children (Sunflowers Class)</u>	<u>ELG</u>	<u>COEL Links</u>
<ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different from the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Using senses to explore the world around them</li> <li>Taking risks and learning by trial and error</li> <li>Showing a curiosity about objects, events and people</li> <li>Maintaining focus on their activity for a period of time</li> <li>Thinking of ideas</li> <li>Finding ways to solve problems</li> <li>Making links and noticing patterns in their experience</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Developing ideas of grouping, sequences cause and effect</li> </ul>

**Streethay Primary School Progression of Knowledge in Geography**

**Year 1**

<u>Unit of Work</u>	<u>Knowledge progression</u>
<p>Living in a City What is it like living in a city?</p>	<p>Children will study where they are and the city that they live in. They will look at the land use, types of homes, and places to visit. They will build on their knowledge of a town comparing this to a city. They will compare the city of Stoke on Trent to London.</p> <ul style="list-style-type: none"> <li>*What is a city?</li> <li>*Physical and human features of a city</li> <li>*Housing and transport</li> <li>*How to stay safe in the city.</li> <li>*Contrasting the city of Lichfield to Birmingham</li> </ul>
<p>Living in the Countryside What is it like living in the countryside?</p>	<p>Children will study what life is like in the countryside and how this differs to living in a city. They will explore the life in a local village including types of houses, getting around, staying safe and how land is used. They will learn about the physical features of the countryside including valleys and rivers.</p> <ul style="list-style-type: none"> <li>*What is countryside?</li> <li>*Physical and human features of the countryside.</li> <li>Land use within the countryside.</li> <li>How to stay safe in the countryside (countryside code)</li> <li>*Contrasting Lichfield to Great Haywood</li> </ul>
<p>Where are we? Where do I live?</p>	<p>Children will study where they are in the world. They learn about the oceans around the UK and 4 countries that make the U.K. The children will learn about the continent of Europe. They will use maps and begin to create their own using aerial images. They will locate their home, city, county and country.</p> <ul style="list-style-type: none"> <li>*Knowing address</li> <li>*4 points of the compass</li> <li>*Know how to get to school</li> <li>*House, street, country and Continent</li> <li>*Countries and capital cities of UK.</li> </ul>
<p>Seasonal Changes How does the weather effect people?</p>	<p>Children will study the different weathers of the UK and how weather changes depending upon locations and seasons. They will study how weather within a season changes environment and how this impacts life. They will understand the impact the certain weather can have on people and the environment. Children will look at changes to places over time due to weather.</p> <ul style="list-style-type: none"> <li>*What changes in weather to we see over a year? Compare with another country.</li> <li>*Is the weather the same in other countries?</li> <li>*How does the weather impact people's daily lives dependent on where they live? Impact of snow, flooding, cold weather, drought.</li> </ul>
<p>Living by the Sea What is it like living by the sea?</p>	<p>Children will learn and study the UK as an island. They will identify and study the coastline of the UK and identify the physical features of the coast. Children will study places alongside and their human features. Children will study the Coast of North Wales, and how to keep safe.</p> <ul style="list-style-type: none"> <li>*Case study of Llandudno.</li> <li>*What is a coastline?</li> <li>*Physical and human features of coastlines</li> <li>*How to stay safe by the sea.</li> <li>*Include compass points throughout.</li> <li>*Contrast living in Lichfield to living in Llandudno.</li> </ul>
<p>Working Hard What jobs might people do in different places?</p>	<p>Children will learn about the different jobs and roles that adults need to do. They will learn about paid jobs and working for charities. They will develop knowledge of different jobs people will do in different places including cities, countryside and seaside. They will study the jobs in our local area</p> <ul style="list-style-type: none"> <li>*What is work? Think about paid and unpaid work</li> <li>What jobs do we know?</li> <li>What jobs can be found in cities, countryside and by the sea?</li> <li>Working in a factory – local case study – Jaguar Land Rover (Wolverhampton)</li> <li>What jobs are in our local area?</li> </ul>

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**Year 2**

<b><u>Unit of Work</u></b>	<b><u>Knowledge progression</u></b>
<p>Living in the Mountains                      What is it like living in the mountains?</p>	<p>Children will study what is it likes living in the mountains they will compare this to a non-European contrasting location. Children will build upon their knowledge of other settlements comparing mountain living to city. Place study of Keswick in the lake District                      What is like in mountain areas?                      Human and physical features near and around mountains?                      What is it like to live near mountains?                      How do people get around when they live near mountains?                      How can you stay safe near mountains?                      How different is it living near a mountain to living in Lichfield?</p>
<p>Visiting New Places                      How can we travel to different places?</p>	<p>Children will study places within the UK and other countries (France/Spain/Italy). They will learn methods of travel to other areas and use maps to create routes and to locate places.                      Children will learn about the human features within these places building knowledge on cities, towns, seaside locations and villages.                      *Modes of transport                      *Buying tickets on trains and buses. (Children to travel on a bus or a train)                      Case study – France – (car, ferry, train, plane)                      Staying safe when travelling</p>
<p>Nature all Around us                      How can we travel to different places?</p>	<p>Children will study the physical features of different locations and places within the U.K and a country outside of Europe (Australia). They develop their knowledge of animals and plants that live in these locations. The children will focus on countryside, coast and mountains.                      *How are Australia’s mountains, cities and coasts different to ours?                      What plants and animals can be found in Australia’s mountains, coasts and countryside?</p>
<p>Our World                      What is it like on a different continent?</p>	<p>Children will study the 7 continents and 5 Oceans of the world. They will be able to identify and locate these on a map. The children will become familiar with some countries within each continent including physical and human features. They will use a compass to identify the location of places in relation to each other.                      *Revisit – UK                      *UK into Europe                      *Locating and naming the other continents &amp; oceans                      *Focus on a country in each continent and know some physical and human features of it.                      Europe – Iceland                      North America – USA                      South America – Brazil                      Asia- India                      Oceania/Australasia - Fiji                      Africa – Sri Lanka                      Antarctica                      *Include compass points throughout</p>
<p>Weather in the World                      What is the weather like on a different continent?</p>	<p>Children will study the 7 continents and 5 Oceans of the world. The children will become familiar with some countries within each continent including the weather and climate and habitats. They will use a compass to identify the location of places in relation to each other.                      *Revisit continents and oceans throughout.                      *Look at the same continents and countries as previous unit. This time focus on the weather and climate of each of these different continents.</p>
<p>Looking after and changing our world.</p>	<p>Children will understand the importance of looking after places including our school and local area. The children will identify ways to take care of nature. The children will explore global issues.                      Children will study one specific issue that they will decided actions to improve and change the world.                      *How can we look after our school?</p>

<p>How can we make our environment or local area better?</p>	<p>*How can we look after our local area?          *How can we look after our world?          Enquiry – school led issue about school or local area          *What is our issue?          *How can we find out about it?          *What choices do we have to make it better?          *How can we ask other people?          *What should we do and why?</p>
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**Streethay Primary School Progression of Knowledge in Geography**

**Year 3**

<b><u>Unit of Work</u></b>	<b><u>Knowledge progression</u></b>
<p style="text-align: center;">Rivers How do rivers, people and land affect each other?</p>	<ul style="list-style-type: none"> <li>• Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. –</li> <li>• How rivers get their water - the source, springs, and the water cycle (and so prepares for relationship between mountains and weather in Autumn 2).</li> <li>• How do rivers shape the land? The river's load. Flooding.</li> <li>• Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &amp; Wales)</li> <li>• Wildlife in the River Severn - Fishing, local agriculture, pollution problems.</li> <li>• <b>Geographical skills: Using photographs</b></li> </ul>
<p style="text-align: center;">Mountains How do mountains interact with what is around them?</p>	<ul style="list-style-type: none"> <li>• Highest mountain in each of the four countries of the UK.</li> <li>• Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales.</li> <li>• Why do people live on mountains?</li> <li>• Depth focus: Andes and terraced farming</li> <li>• Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</li> <li>• Sustained geographical theme: Relationship between mountains and weather</li> <li>• Relationship between mountains and people</li> <li>• <b>Geographical skills: Describing location using 4-point compass</b></li> </ul>
<p style="text-align: center;">Settlements and cities How are settlements similar and different?</p>	<ul style="list-style-type: none"> <li>• Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.</li> <li>• Major cities in the UK – locational overview</li> <li>• London as a conurbation and London boroughs</li> <li>• Two cities: Cardiff and London, including economy &amp; transport.</li> <li>• How do people move about in Cardiff?</li> <li>• How do people move about in London?</li> <li>• Patterns of settlement in Cardiff and London.</li> <li>• <b>Geographical skills – local fieldwork – investigating local shops, their sourcing, economic and ethical considerations.</b></li> </ul>
<p style="text-align: center;">Agriculture How are we connected to farmers?</p>	<ul style="list-style-type: none"> <li>• Arable farming, pastoral farming, mixed farming, how farming changes the landscape.</li> <li>• How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).</li> <li>• Sheep farming in Wales - Snowdonia.</li> <li>• Locational knowledge revisited: Wales, Snowdonia, Gloucestershire</li> <li>• New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</li> <li>• <b>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</b></li> </ul>
<p style="text-align: center;">Volcanoes How do volcanoes affect a place?</p>	<ul style="list-style-type: none"> <li>• Structure and composition of the earth</li> <li>• How and why volcanoes erupt</li> <li>• Types of volcanoes</li> <li>• Formation of volcanoes</li> <li>• Active, dormant and extinct volcanoes</li> </ul>

	<ul style="list-style-type: none"> <li>• Link to settlements with section on why people still live near volcanoes</li> <li>• Deepen Mediterranean place focus via Mount Etna and human settlements around it.</li> <li>• Why people visit volcanoes (work, tourism, farming, science)</li> <li>• <b>Geographical skills: Using diagrams, describing distribution</b></li> </ul>
<p>Climate and Biomes How does the climate affect the way people live?</p>	<ul style="list-style-type: none"> <li>• (situated, through its examples, in Europe, so that European place focus is launched simultaneously)</li> <li>• Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.</li> <li>• Climate and relationship with oceans.</li> <li>• Climate and biomes within climates</li> <li>• Depth focus 1) Mediterranean climate</li> <li>• Depth focus 2) Temperate climate, using examples of Rhine &amp; UK ready for ongoing regional comparison</li> <li>• <b>Geographical skills: World map and key lines of latitude</b></li> </ul>

### Streethay Primary School Progression of Knowledge in Geography

#### Year 4

<u>Unit of Work</u>	<u>Knowledge progression</u>
<p>Rhine and Mediterranean How are different parts of the Rhine and the Mediterranean used by people?</p>	<ul style="list-style-type: none"> <li>• Cologne and cities on the Rhine</li> <li>• Rotterdam and the mouth of the Rhine</li> <li>• How the course of the river has been changed by human activity including canals</li> <li>• Mediterranean Sea Suez Canal</li> <li>• This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</li> <li>• <b>Geographical skills: Extending use of maps and photographs</b></li> </ul>
<p>Population How and why does population distribution vary across Great Britain?</p>	<ul style="list-style-type: none"> <li>• Characteristics of population including distribution and diversity. Migration.</li> <li>• Depth focus: multicultural London.</li> <li>• Depth focus: multicultural Cardiff.</li> <li>• Welsh language and culture, effect of changing demographics</li> <li>• Welsh or British? Idea of national identity</li> <li>• <b>Geographical skills: Thematic maps and using census data</b></li> </ul>
<p>Coastal processes and Landforms How does the location of west Wales affect its coast?</p>	<ul style="list-style-type: none"> <li>• Diversity in the UK coastline.</li> <li>• Processes of erosion, transportation &amp; deposition.</li> <li>• Coastal landforms including beaches, headlands and bays.</li> <li>• Overview of Jurassic coast, including significance of its rocks, fossils and landforms.</li> <li>• Coastal habitats using contrasting examples, including coasts of the Indian Ocean</li> <li>• Depth focus: West Wales coast</li> </ul>
<p>Tourism How do tourists interact with a place?</p>	<ul style="list-style-type: none"> <li>• Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit)</li> <li>• Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps.</li> <li>• The growth of tourism in the UK and overseas.</li> <li>• Sunshine holidays in Spain.</li> <li>• Advantages and disadvantages of tourism.</li> <li>• Sustainable tourism.</li> <li>• <b>Geographical skills: Interpreting climate data</b></li> </ul>
<p>Earthquakes What are the pros and cons of living near a tectonic fault line?</p>	<ul style="list-style-type: none"> <li>• Depth focus: The Christchurch Earthquake, New Zealand.</li> <li>• Causes of earthquakes: tectonic plates and fault lines</li> <li>• Depth focus: California &amp; the San Andreas fault, Indian Ocean tsunami</li> <li>• Effects of earthquakes</li> <li>• How humans live in earthquake zones and adapt their settlements (e.g. Japan)</li> </ul>

	<ul style="list-style-type: none"> <li>• Revisits knowledge on volcanoes from Year 4 Spring 1. Geographical skills: Thematic maps</li> </ul>
<p>Deserts</p> <p>Why are deserts located where they are?</p>	<ul style="list-style-type: none"> <li>• Distribution and climate of deserts</li> <li>• Depth focus: The Sahara Desert</li> <li>• How deserts are formed, variety of landscapes.</li> <li>• Plants and animals in deserts</li> <li>• How humans live and adapt in deserts</li> <li>• Depth focus: The Patagonian Desert</li> <li>• Geographical skills: Interpreting thematic maps and satellite photographs</li> </ul>

**Streethay Primary School Progression of Knowledge in Geography**

**Year 5**

<u>Unit of Work</u>	<u>Knowledge progression</u>
<p>California</p> <p>How have the actions of people affected the drought in California?</p>	<ul style="list-style-type: none"> <li>• Water as a resource</li> <li>• Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3)</li> <li>• Water resources in California Farming - intensive farming, growing almonds</li> <li>• California aqueduct – providing water.</li> <li>• The future of water supply in California.</li> <li>• Geographical skills: Interpreting a range of thematic maps</li> </ul>
<p>Oceans</p> <p>How do oceans affect human behaviour and settlements?</p>	<ul style="list-style-type: none"> <li>• Locational framework – world oceans, seas in Europe</li> <li>• Oceans and trade, oceans and climate, major currents.</li> <li>• Oceans and the land masses we've studied in depth – the Atlantic and West Wales.</li> <li>• The Pacific and South America.</li> <li>• Oceans and climate change, the human impact on oceans.</li> <li>• Geographical skills: Interpreting world and thematic maps</li> </ul>
<p>Migration</p> <p>Why do people migrate?</p>	<ul style="list-style-type: none"> <li>• Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London.</li> <li>• Why do people migrate?</li> <li>• Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts.</li> <li>• Refugees, persecution, asylum, asylum seekers; challenges for refugees</li> <li>• How does migration change places? London, Shetland Islands, Cambridgeshire</li> <li>• Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity.</li> <li>• Understanding place in relation to scale.</li> <li>• Geographical skills: Asking questions, eight-point compass</li> </ul>
<p>North and South America</p> <p>What are the pros and cons of living in a megacity?</p>	<ul style="list-style-type: none"> <li>• Human and physical characteristics of North and South America, including population distribution and climate.</li> <li>• Megacities including Lima and depth focus on Brazil's megacities.</li> <li>• Urban-rural migration in Brazil, including informal settlements, like favelas.</li> <li>• Challenge stereotypes often held of the favelas.</li> <li>• Geographical skills: 4-figure references, thematic maps</li> </ul>
<p>The Amazon</p> <p>In what ways does the geography of South America affect life in the Amazon?</p>	<ul style="list-style-type: none"> <li>• A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon.</li> <li>• The Amazon river – course and characteristics.</li> <li>• The Amazon ecosystem – vegetation, animals and food chains.</li> <li>• Ecosystem processes.</li> <li>• Causes and effects of deforestation.</li> <li>• Futures for the Amazon rainforest.</li> <li>• Geographical skills: Flow diagrams, interpreting satellite photos.</li> </ul>
<p>The Interconnected Amazon</p>	<ul style="list-style-type: none"> <li>• Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1).</li> <li>• The journey of soy produced in Bolivia.</li> </ul>



<p>How does agriculture in the Amazon interact with other parts of the world?</p>	<ul style="list-style-type: none"> <li>• Primary, secondary, and tertiary industry.</li> <li>• International trade. Effects of changes in trade.</li> <li>• Trans-national companies.</li> <li>• Environmental connections, carbon cycle, impacts of deforestation.</li> <li>• Social connections, globalisation.</li> <li>• <b>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</b></li> </ul>
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**Streethay Primary School Progression of Knowledge in Geography**

**Year 6**

<u>Unit of Work</u>	<u>Knowledge progression</u>
<p>Energy and Climate change How do local actions in the UK affect global climate?</p>	<ul style="list-style-type: none"> <li>• How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources</li> <li>• The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming)</li> <li>• Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK</li> <li>• How can we respond?</li> <li>• Local and global</li> <li>• <b>Geographical skills focus: Interpreting line graphs</b></li> </ul>
<p>Ethiopia How do global changes affect local places in Ethiopia?</p>	<ul style="list-style-type: none"> <li>• An in-depth place focus to complement knowledge gained in History and RE.</li> <li>• Where is Ethiopia?</li> <li>• Location in Africa (introduction only as this continent is a focus in KS3)</li> <li>• What is Ethiopia like?</li> <li>• Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</li> <li>• <b>Geographical skills focus: Population pyramids, longitude and time zones</b></li> </ul>
<p>Changing Birmingham How much did Birmingham change between 1750 and the present day?</p>	<ul style="list-style-type: none"> <li>• This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.</li> <li>• Where is Birmingham?</li> <li>• How has it changed in the past?</li> <li>• Growth and development of the city, industry, migration, deindustrialisation, redevelopment</li> <li>• How is it changing now?</li> <li>• Current issues, link to UN sustainable development goals, climate change</li> <li>• What might Birmingham be like in the future?</li> <li>• Possible, probable, and preferable futures</li> <li>• <b>Geographical skills: Interpretation and presentation of data</b></li> </ul>
<p>Jamaica What is a preferable future for Jamaica's tourist industry?</p>	<ul style="list-style-type: none"> <li>• An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History.</li> <li>• Where is Jamaica?</li> <li>• Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean.</li> <li>• What is Jamaica like?</li> <li>• Climate, landscape, population history, migration, ocean biomes. Tourist industry.</li> <li>• Sustainable futures – environmental challenges faced due to tourism, ways forward</li> <li>• <b>Geographical skills: tbc</b></li> </ul>
<p>Local area Enquiry Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</p>	<ul style="list-style-type: none"> <li>• How do geographers find out about a place?</li> <li>• Ordnance survey maps, revision of symbols, 8point compass and four-figure grid references, extending to 6-figure grid references.</li> <li>• Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</li> <li>• What questions can we ask about the local area?</li> <li>• Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</li> <li>• <b>Geographical skills: Ordnance survey maps, 6figure grid references, enquiry process, local-area fieldwork</b></li> </ul>