Geography Curriculum Progression Map

		EYFS Early Learning Goals EYFS 2021	In Reception children should EYFS 2021	Knowledge	Skills	Vocabulary	Literacy Link / Wider Curricular Link
EYFS	**<u>AUTUMN TERM</u> <u>Yo Percy It's our park too!</u>**	**People and Places** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	**People and Places•** Talk about members of their immediate family and community Draw information from a simple map. **The Natural World** • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different from the one in which they live.	- To be able to identify the school based on location - To explore the difference between villages, towns and cities. - To be able to read a simple map and identify features. - To be able to name some countries around the world. - To identify countries and some oceans on a world map. -	- Talk about things they like and dislike. - To be able to draw and annotate their own simple map of their immediate environment. - To be able to explain the difference between a village, town and city. - To be able to construct their own town, village or city in the construction area with the appropriate labels and reasoning/features.	Busy, Quiet, Loud, Pollution, Outdoors, Indoors, Like, Dislike, Observe, Environment, Senses, Look / See, Listen / Hear, Touch / Feel, Taste / Eat, Smell / Breath in	**Literacy:** Percy Books **Science:** Senses

	SPRING TERM **Plants in Animals in their local environment**		**People and Places** • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries **The Natural World** • Explore the natural world around them • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.	- To care and help to grow living things - Talk about change - Measure changes over time - Compare items and how they change and how they adapt.	- Talk about people and places beyond their local environment. - Focus their attention on the world around them. - To successful grow their own plants - To be able to measure and explain the changes of a plant over the season of spring/summer - To be able to explain the correct conditions for growth.	Growth, change, adaptation, size, centimetres, metres, petals, flowers, stem, roots, temperature.	**Science:** Plants and Animals
	SUMMER TERM **The Naughty Bus/ The Queen's Hat**		**People and Places**• Draw information from a simple map. • Understand that some places are special to members of their community. **The Natural World** • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live.	- Describe what they can see in their immediate environment. - Describe their experiences of their immediate environment using their senses (see vocabulary). - Know the name of the school and where different classrooms are in school. - To be able to organise and identify natural materials found in their local environment.	- Talk about and express and opinion about their environment. - Recognise similarities and differences in their immediate environment. - Observe closely to gain information and record findings (drawing, writing, making a model or taking a picture). - Talk about where they live. - Create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. - Talk about their homes and families. - Talk about and find their way around school showing an awareness of where things belong and the people within school. - Talk about things they like and dislike.	Village, town, cities, church, cathedral, population, structures, environment, maps, ariel view. Country, ocean	**Expressive Art and Design.** **Literacy**

Year 1	**AUTUMN TERM** **Maps of the world: Continents and oceans** *(CQ Describing maps Milestone 1)*	**Locational Knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. **Human and Physical Geography:** Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary (see vocabulary) to refer to physical and human features. **Geographical Skills and Field Work:** Use world maps, atlases and globes to identify the United Kingdom and its countries. 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.	**Locational Knowledge:** Name and locate the world's seven continents and five oceans. **Human and Physical Geography:** Identify seasonal and daily weather patterns in the UK. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical and human features – see vocabulary.	- Name some of the countries through which the Equator passes. - Know that maps give information about places in the world (where / what?). - Identify physical features in hot and cold places in the world (frozen environments, deserts, lack of vegetation etc). - Identify human features in hot and cold places in the world (types of housing, towns etc). - Describe physical and human features using a developing geographical vocabulary. - Identify a range of animals and plants that live in hot and cold places in the world. - Use simple compass directions (North, South, East, West) to describe location. - Know that continents are usually made up of lots of different counties.	- Locate land and sea on maps. - Locate and label the position of the Equator and the North and South Poles in relation to the seven continents and five oceans. - Use a range of maps and globes at different scales. - Use an atlas to find the UK, continents and oceans. - Order the continents in order of size. - Compare and contrast maps and satellite images. - Label a compass rose and a globe showing North, South, East and West. - Identify seasonal and daily weather patterns in the United Kingdom. - Compare the sorts of animals found in hot/cold places with animals in the UK.	Continent, ocean, equator, North Pole, South Pole, North, South, East, West, Compass, globe, atlas **Physical features**: land, sea, ocean, season, weather. **Human features**: city, town, village. Question words – where? what? Label… Compare/Contrast…	**Literacy:** Lost and Found / Non chronological report **Science:** Plants and Animals / Seasons. **Maths:** Position and direction.
	SPRING TERM **The United Kingdom** *(CQ United Kingdom Milestone 1)*		**Locational Knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas. **Human and Physical Geography:** Use basic geographical vocabulary to refer to key physical and human features – see vocabulary. **Geographical skills:** Use world maps, atlases and globes to identify the United Kingdom and its countries.	- Know that the UK is part of the continent of Europe. - Understand that The UK is part of the British Isles. - Name the four countries in the United Kingdom. - Name the capital cities of the four countries of the United Kingdom. - Know that maps give information about places in the world (where/what?). - Know that symbols mean something on maps.	- Use a range of maps and globes (including picture maps) at different scales. - Identify and locate the countries which make up the UK on a map. - Locate the UK capital cities - Recognise simple features on a map eg buildings, roads and fields. - Recognise landmarks and basic human features on aerial photos. - Describe landmarks and human and physical features of UK capital cities. - Begin to make comparisons between UK cities. - Use simple compass directions (NSEW). - Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. -	United Kingdom, Country, British Isles, capital city, atlas, map **Physical features**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. **Human features**: city, town, village, factory, farm, house, office, port, harbour, shop. Question words – Where, compare, show, place, describe, identify	**Maths:** Position and direction.
	SUMMER TERM **Fieldwork: Our School Playground**		**Geographical Skills and Field Work:** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photos to recognise landmarks and basic human and physical features; devise a simple map and construct basic symbols in a key.	- Identify human and physical features of our school playground. - Describe what our school playground is like using the terms human and physical. - Know that symbols mean something on maps. - Understand the purpose of a key on a simple map.	- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - Use aerial photos to identify human and physical features of the school playground. - Devise a simple map of the playground; and use and construct basic symbols in a key. -	North, South, East, West, Compass, Map, Area, Plants, School, Road, Path, Fence, Building, Forest, River, Soil, Vegetation, Physical, Human, Features	**Science:** Plants

Year 2	**AUTUMN TERM** **The Place Where I Live (Freckleton)** *(CQ Revisit UK- Milestone 1: deep)*	**Locational Knowledge:** Name and locate the world's seven continents and five oceans. **Place Knowledge:** 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 concentrating on islands and sea sides. **Human and Physical Geography:** Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary (see vocabulary). **Geographical Skills and Field Work:** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple 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.	**Locational knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. **Human and Physical geography:** Use basic geographical vocabulary to refer to key human and physical features. **Geographical Skills and fieldwork:** Use simple compass directions and location and directional language o describe the location of features and routes on a map.	- Identify the countries and capital cities in the UK (recap) - Investigate some of the remote islands in the British Isles. - Know that maps give information about places in the world (where/what?). - Know that symbols mean something on maps. - Understand the importance of map symbols. - Name local villages and towns in our local area. - Know that we live in the county of Lancashire.	- Use a range of maps (including picture maps) at different scales. - Locate land and sea on maps. - Use large scale maps and aerial photos of the school and local area. - Recognise simple features on a map eg. buildings, roads and fields. - Identify human and physical features in the local area. - Recognise landmarks and basic human and physical features on aerial photos. - Use maps and other images to talk about everyday life eg. Where we live and our journey to school. - Do simple searches within geographic software. - Add simple labels to a digital map.	bigger/smaller, near/far, Lancashire, Freckleton, Warton, Maps, key, landmarks, buildings, roads, fields **Physical features**: beach, cliff, coast, forest, hill, river, soil, vegetation **Human features**: city, town, village, farm, house. Office, shop.	
	SPRING TERM **The World- Non-European country Australia** *(CQ Australia Milestone 1)*		**Locational Knowledge:** Name and locate the world's seven continents and five oceans. **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. **Human and Physical Geography:** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features and key human features.	- Know that maps give information about places in the world (where/what?). - Name non-European countries across the world. - Name some small towns in non-European countries. - Describe what these small communities are like using the terms human and physical features. - Describe some of the similarities and differences between their local area and a small area in a non-European country. - To locate a small area in a non=European country maps and atlases. -	- Ask and answer geographical questions, 'where?', 'what?', and 'who?' - Investigate through observation and description. - Recognise differences between own and others' lives. - Use a range of maps and globes (including picture maps) at different scales. - Recognise simple features on maps eg. Buildings, roads and fields. - Recognise that maps need titles. - Recognise landmarks and basic human features on aerial photos. - Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. - Identify and compare basic landmarks in a small area of the UK and a small area in a non-European country. - Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. - Make comparisons between the weather, human and physical features of a small place in the UK and a small area in a contrasting non-European country.	Continent, United Kingdom, Europe, World, North Pole, South Pole, Equator, community, European, Non-European, country Compare, locate, identify, describe,	
	SUMMER TERM **Fieldwork: Environmental Sustainability of Our Local Area**		**Geographical Skills and Field Work:** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple 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.	- Identify the key features of a location in order to say whether it is a town, city, village, coastal or rural area. - Identify the human and physical features of our local area. - Identify what people do in our local area. - Identify any environmental issues in our local area eg. car pollution.	- Use aerial photos, and OS maps of the local area to identify the physical and human features. - Use simple grid references. - Use compass directions and locational language to describe the location of features and routes on a map. - Create a map of our local area using some basic symbols and a key. - Research what our council and our local area are doing to improve our environment. - Discuss what we could do to improve our local environment.	Compass, Map, Key, Area, Plants, School, Road, Path, Fence, Building, Street, Shop, Office, Traffic, Pollution, Environment, Sustainability.	**Maths:** Directions **RHE:** taking care of our environment

Year 3	**<u>AUTUMN TERM</u>** **Fieldwork: Changes in land use over time**	**Locational Knowledge:** Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. **Place Knowledge:** Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks. **Human and Physical Geography:** Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types. Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? **Geographical Skills and Field Work:** Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Geographical Skills and Field Work:** Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Locational Knowledge: Name and locate counties and cities of the UK, geographical regions and their humans and physical characteristics, key topographical features and lang use patterns and understand how some of these aspects have changed over time.	- Identify basic human and physical features on maps and aerial photographs. - Understand how some aspects of the human and physical characteristics of the United Kingdom have changed over time. - Describe how the locality of the school has changed over time. - Describe the key aspects of human geography, including settlements and land use. - Identify the human features of our local environment. - Identify the land use of our local area. - Explore maps to identify how the land use of our local area has changed over time.	- Ask and answer geographical questions about the physical and human characteristics of a location. - Use aerial photos to identify human and physical features of the local area. - Explore old and more current maps of the locate area and make comparisons between land use. Explain why these changes may have occurred. - Carry out a traffic count in the local area- explain why some areas/roads are busier than others. - Create a fieldwork sketch of our local area. - Create 'a street view' of the local area to identify shops / services available. - Use maps, satellite images and OS maps to identify human and physical characteristics of our local area. - Research jobs / shops / services / transport links in our local area and the impact that this has had on land use in the community. - Explore the impact of the Airbase on the local community (increase in housing, population etc.)	Map, Environment, Land Use, Human Features, Shops, Services, Traffic, Transport, Sketch, Street View Map, Aerial View.	**Maths:** Statistics - Handling Data, Coordinates
	<u>SPRING TERM</u> **Earthquakes and Volcanoes** *(Refer to CQ documents Milestone 2)*		**Locational Knowledge:** Locate the world's countries. **Place Knowledge:** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. **Human and Physical Geography:** Describe and understand key aspects of physical geography including volcanoes and earthquakes and human geography including types of settlement and land use.	- Know what earthquakes and volcanoes are, know why they happen and how they affect the landscape and human activity - Know that the earth is constantly moving and changing – inside and on the surface (plate tectonics) move resulting in physical features such as earthquakes and volcanoes. - Know and identify the Earth's layers. - Know where in the world earthquakes and volcanoes happen (revisit prior knowledge of the continents and five oceans). - Know how earthquakes / volcanoes can be predicted and measured. - Know the effects that earthquakes / volcanoes have on people and why some people choose to live near them. - Know how people prepare for earthquakes / volcanoes. - Understand the physical and features and processes which cause volcanoes and Earthquakes.	- Ask questions about what they hear on the news and make links with what is happening around the world. - Investigate whether earthquakes and volcanic eruptions happen near us – have there been any near us in the past? Where is the nearest? (could link to the Fracking Site in Blackpool and discuss whether this was a naturally occurring earthquake or not ie. physical) – use the British Geological Survey website. - Label and describe the Earth's core, outer core, mantle, crust. - Locate and label on a world map the main tectonic plate boundaries. - Compare and contrast volcanoes and mountains. - Investigate whether there is a pattern to where earthquakes and volcanic eruptions occur (do certain countries or areas of the world have more earthquakes / volcanoes than others?) - Investigate active, dormant and extinct volcanoes around the world. - Research the Pacific 'Ring of Fire' – use thematic maps that show earthquakes and volcanoes. Investigate the seismometers and the Richter scale. - Use apps such as iSeismograph or Seismometer.	Earthquake, volcano, active, dormant, extinct, plate tectonics, natural disasters, fracking, physical features, human features, thematic maps, seismometers, Richter scale, mantle, crust, core, outer core, Locate, label, describe, what, explain, compare,	**Computing-** videos, presentations.
	<u>SUMMER TERM</u> **Europe** *(Refer to CQ documents Milestone 2)*		**Locational knowledge:** Locate the world's countries using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Human and Physical Geography: Describe and understand key aspects of physical and human geography. Geography Skills Use maps, atlases and digital mapping to locate countries and describe features studied.	- Know that Europe is a continent which is made up of 50 countries and 23 languages. - Understand that Europe is the second smallest continent but the third largest in population. - Identify human and physical features on maps and atlases. - Be able to identify the location of Europe on a world map. - Know that Europe has many mountain ranges and rivers. - Understand that different languages are spoken across Europe.	- Name and locate some of the countries within Europe and identify the languages spoken. - Name and locate human features and famous landmarks in Europe. - Name and locate physical features including rivers and mountains within Europe. - Identify and talk about five primary rivers in Europe. - Locate and label mountain ranges on a map. - Identify the highest mountain range in Europe. - Describe Europe in relation to size and population. - Compare Europe with another contrasting continent.	Europe, continent, country, rivers, mountains, population, **Physical features:** rivers, mountains, volcanoes, earthquakes.	

Year 4	**<u>AUTUMN TERM</u>** **UK: Major Cities/ Counties Transportation: UK/Wider world** *(Refer to CQ documents Milestone 2)*	**Locational Knowledge:** On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Sussex. **Place Knowledge:** 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. **Human and Physical Geography:** Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts (link to work on Rainforest). Types of settlements in modern Britain: villages, towns, cities. **Geographical Skills and Field Work:** Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Locational Knowledge:** Name and locate countries, cities and counties of the United Kingdom and identify their human and physical characteristics. **Human and Physical Geography:** To describe and understand key aspects of human geography including the use of natural resources and energy.	- Know that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland and that Great Britain is made up of England, Scotland and Wales. - Know the names of some of the counties in the UK – Lancashire and any counties that are relevant to the children. - Know the names of some of the major cities within the UK. - Know that transportation is the movement of people or things from one location to another. - Understand that people need to travel to/from and within the UK for many reasons including transporting goods. - Recognise that there are advantages and disadvantages for different mode of transport. - Know that transport has a negative impact on the environment. - Identify national transport links (motorways, major/minor roads, railways, air travel, canals etc) and identify their map symbols. - Know that international transport includes air travel, rail and seas. -	- Use aerial photos or Google Earth to visit capital cities and other major cities in the UK and identify key human features in each city: - The Houses of Parliament or the Thames flood barrier in London. - Cardiff Castle or the Wales Millennium Centre in Cardiff. - The Forth Bridge or the Holyrood Scottish Parliament in Edinburgh. - The Parliament buildings at Stormont in Northern Ireland. - Create fact-files about each of the four countries or capital cities, counties etc. - Identify and mark on maps of the UK: a motorway; a main road; a secondary road; a minor road; a railway; a bridleway; a cycle path; an airport; a canal. - Graph statistics about national transport in the United Kingdom. - List advantages and disadvantages of each type of travel. - Identify transport links between major UK cities on a map. - Explain the term international transport and identify reasons for this type of travel. - Locate on a map and label: the Suez Canal; the Panama Canal. - Locate on a map and label the world's largest port. - List the advantages and disadvantages of: air travel, sea freight, passenger ships, rail, roads -	United Kingdom, Great Britain, England, Wales, Northern Ireland, Scotland, country, county, continent, Lancashire Transport, transportation, location, landmarks, National, international, sea freight, canal,	**History:** Link to work on Anglo Saxons and Settlements Maths- graphs/statistics
	<u>SPRING TERM</u> **Climate Change** *(Refer to CQ documents Milestone 2)*		**Human and Physical Geography:** To describe and understand key aspects of human geography including the use of natural resources and energy. To explore the image of human activity on physical processes.	- Know what is meant by the term, 'environment'. - Know about the importance of taking care of my environment. - Know that people can adversely affect, as well as improve, the environment. - Understand that climate change is - Explain the relationships between causes of climate change and the effect on the environment. - Understand the difference between weather and climate. - Understand - Understand that there are ways in which people can manage the effects of climate change. - Understand how human behaviour impacts the environment.	- Describe what I like about the environment. - Define the terms 'weather' and 'climate'. - Describe the physical process of climate change. - Identify and describe some of the predicted effects from climate change. - Identify the main causes of climate change. - Describe the effects of climate change on animals and humans. - Explain how different causes effect humans, animals and the environment. - Compare and contrast human processes before and after the Industrial Revolution and explain how this is thought to have affected the Earth's climate. - Suggest ways in which people can manage the effects of climate change. - Make predictions about what could happen in to the environment in the future.	Climate, weather, change, deforestations, farming, fossil fuels, adapt, carbon dioxide, temperature, methane,	Maths: Statistics and Handling Data

	SUMMER TERM **The Water Cycle** *(Refer to CQ documents Milestone 2)*		**Physical Geography:** Describe and understand key aspects of physical geography and physical processes.	- Know that the water cycle is a physical process that happens on the surface of the Earth and in the Earth's atmosphere - Understand that the water cycle is a continuous process. - Know that the water cycle describes the movement of water on the surface and in the atmosphere of the Earth. - Understand the 5 stages of the water cycle. - Know that clouds are large groups of tiny water droplets that we can see in the air. - understand that clouds are formed when water on Earth evaporates into the sky and condenses high up in the cooler air.	- Identify where the water cycle takes place - Illustrate and describe the five stages of the water cycle. - Create a 3D model of the water cycle and explain the process. - Explain how clouds are formed. - Name, draw and describe different types of clouds (stratus, cumulus, cirrus). - Identify clouds in pictures. - Explain how meteorologists use clouds to forecast the weather. - Explain precipitation and how it is formed. - Explain the meaning of key vocabulary. - Field work: use rain gauge to collect data about rainfall.	Water cycle, atmosphere, continuous, surface, physical process, evaporation, condensation, run-off, percolation, cloud, precipitation, vapour	Maths: Statistics / Handling Data Literacy- Explanations Science- weather/seasons
Year 5	**AUTUMN TERM** **Landscapes: Rivers** *(Refer to QC milestone 2)* **Fieldwork (Rivers: Ribble Estuary)**	**Locational Knowledge:** Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day . **Place Knowledge:** Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade orbananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). **Human and Physical Geography:** Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History. **Geographical Skills and Field Work:** Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Geographical Skills and Field Work:** Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	- Identify the physical features of a river. - Identify and explain the physical processes and patterns of a river / identify how the river processes change and alter throughout the course of the river. - Identify and describe how the physical features affect the human activity within a location. - Describe what a river is – how is it different from other bodies of water (streams, canals, reservoirs, lakes etc). - Recognise where the water comes from. - Identify and describe geographical features, processes (changes) and patterns. - Identify key rivers locally, in the UK and in the world and describe what they are like (How long? How wide? How much water?) - Describe how a river is like it is – has it changed over time? Is it likely to change again in the future? Why? - Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. - Describe how rivers affect people's lives and influence human activity. How also do people affect rivers?	- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area – focus on River the River Ribble / Ribble Estuary. Record the results in a range of ways. - Use satellite images and maps to identify and track the journey of the river. - Create a sketch map of a river. - Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to locate the river in relation to our school. - Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. - Express opinions and personal views about what they like and don't like about specific geographical features and situations. - Use the zoom facility on digital maps to locate places at different scales. - View a range of satellite images. - Use presentation/multimedia software to record and explain geographical features and processes. - Use spreadsheets, tables and charts to collect and display geographical data. - Make use of geography in the news – online reports and websites. - Research the nearest river or body of water to school (Ribble Estuary, Coast). - Develop Ordnance Survey map work skills by using OS maps of the local area and across the country such as those on Digimap to identify water and river features. - Observe water in the school grounds on different days / seasons (where does it collect and where does it go?). -	Map, Diagram, Environment, River, Features, , Water, Precipitation, Mudflats, River, lake, sea / ocean, estuary, canal, source, stream, tributary, mouth, mountain, physical features, human features, River Ribble, River Severn, Amazon River, River Nile	**Maths:** Statistics / Handling Data **Science:** Bird Watching and The Water Cycle.

	SPRING TERM **Erosion & deposition of rivers and coasts** *(Refer to QC Milestone 2)*		**Human and physical geography** Describe and understand key aspects of physical geography including rivers and the water cycle.	- Understand that the earth can be shaped by the actions of water in rivers and coasts. - Know that erosion is when rocks and soil are worn away; transportation is the moving of the eroded material; Deposition is the dumping of material. The sand, mud, pebbles and silt being transported by the river is eventually dropped as the river slows. - A river has three main stages: youthful, near the source; middle-aged, further downstream and mature, near the mouth. - Different types of erosion and deposition happen at each stage. - Know that meander means bends and changes to direction in a river; ox-bow lake means part of meander cut off from the rest of the river and a delta is where a river splits and spreads out into several branches before entering in the sea. - Know that coasts are where the edges of the higher land meet the oceans or sea. - Know that some of the geographic features that are found there are beaches, cliffs, arches, stacks, headlands and bays. These features are formed through the processes of erosion and deposition. - Know that erosion is a natural process that shapes cliffs. - Know that artificial structures (such as sea defences, sea walls, rock armour, groynes) are used to control natural processing. -	- Explain the processes of erosion, transportation and deposition. - Describe the three main stages of a river. - Draw and label the features of a meander, ox-bow lake and a delta. - Describe the physical processes that create: caves, bays, headlands, arches, stacks, cliffs, beaches - Describe coasts and the features that are found along them. - Explain how waves are formed. - Identify patterns between erosion rates at coasts (in Europe) and weather. - Compare and contrast erosion and deposition in coasts and rivers. - Explain and give examples of artificial structures. - Draw and label the following sea defences: sea walls, rock armour, groynes., - Describe the purpose and advantages and disadvantages of each of these sea defences. - On a map, identify and label the sea defences used at the Holderness coastline. - Compare and contrast the sea defences of Holderness and Blackpool.	Erosion, transportation, deposition, youthful river, middle-aged river, mature river, meanders, ox-bow lakes, delta,	
	SUMMER TERM **The Amazon Rainforest** *(Refer to CQ Biomes & Climates and Tropical Rainforest Biome Milestone 3)*		**Locational Knowledge:** Locate the main countries in Europe and North or South America. Identify the position and significance of latitude/longitude Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Arctic and Antarctic Circle. **Place Knowledge:** A region within North/South America. **Human and Physical Geography:** Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	- Know where the Amazon Basin is located in the world. - Describe the physical geography of the Amazon Basin (climate, soils, vegetation, rivers, biome). - Describe the human geography of the Amazon Basin (settlement size and character, farming types, extractive industries, transport links, natural resources, environmental impact). - Describe how the Amazon Basin is changing – why is the rainforest changing? - Describe what happened or is still happening to cause these changes? Describe whether these changes have positive or negative effects. - ***Compare the region of South America to regions we have studied* (*Year 4 and Year 5 History – Mayan Civilization).*** - Know what the climate and vegetation of the Amazon's tropical rainforest is like. - Identify rainforests as one of the main biomes of the world. Others include tundra, desert, grassland, deciduous forest and coniferous forest. - Know that biomes are used to categorise the Earth's surface based on climate, soil types, animals and plants and there are 10 biomes on earth. - Know that there are 7 climate zones and that biomes link directly to these climate zones -	- Use a range of atlases, globes and online resources to locate the Amazon Basin within South America. Identify the surrounding countries, key geographical features and significant landmarks. Refer to latitude, longitude and the equator. - Investigate the size of the Amazon Basin and which countries it includes. - Label outline maps, such as those from the Eduplace website. - Investigate the various crops grown in the rainforests on the Living Rainforest website. - Investigate which animals live in the Amazon rainforest compared with other rainforests of the world. - Follow the course of the Amazon River from source to mouth. Investigate the pattern of its tributaries, using for example, Google Earth or Google Maps and switching between maps and satellite view. Explore the associated images and drop the Google yellow stick man onto the map to view significant places and features along the river, such as those in towns and ports. ***Link to previous learning about rivers.*** - Describe and name the different types of biomes on Earth. - Make comparisons between the tropical biome (Amazon Rainforest) and another type of biome. - Label the climate zones on a world map. - Could look at conditions needed to create a biome.	Amazon, Brazil, rainforest, biome, river, climate, soils, vegetation, settlement, farming, transport links, natural resources, tundra, desert, grassland, deciduous forest, coniferous forest, Maya Rainforest, Mayan Civilization	**Science**: Animals and Plants **Literacy**: Persuasive writing / adventure stories.

Year 6	**AUTUMN TERM** **Describing maps** *(Refer to QC Milestone 2)* **Map Skills: Grid References** *(Refer to CQ Milestone 3)*	**Locational Knowledge:** On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. **Place Knowledge:** Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences. **Human and Physical Geography:** Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T). **Geographical Skills and Field Work:** Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Locational knowledge:** Name and locate *(relevant)* counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **Human and Physical Geography:** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water. -	- Understand that maps contain several features that help us to better understand the information presented about a specific place. - Recognise map features including: title, compass rose, scale, key, lines of latitude and longitude. - Know that near to the equator they are two more imaginary lines called the Tropic of Cancer and the Tropic of Capricorn. - Understand that places between the Tropics of Cancer and Capricorn are known as tropical. - Know that the Prime Meridian runs from north to south and is an imaginary line that splits the Earth into two more hemispheres: the western hemisphere and the eastern hemisphere - Latitude and longitude are a system of lines used to describe the location of any place on Earth. - Lines of latitude run in an east–west direction across Earth. Lines of longitude run in a north–south direction. - Know that maps have a grid system to help locate places with accuracy. The horizontal lines that divide the map are known as eastings and the vertical lines are known as northings- these lines create grid references. - Know that to find four figure grid reference, always go 'along the corridor' before going 'up the stairs'. - Know that To describe a location using a six-figure grid reference First find the four-figure grid reference for the square that the location is in and write it down with a space after each set of numbers: 72_ 33_ -	- Locate and label the equator and the tropics. - Describe the climate in the tropics. - Describe, locate and label the prime meridian. - Label the western and eastern hemispheres. - Describe and label lines of latitude and longitude on a diagram of the Earth. - Apply your knowledge of map techniques to describe the locations of: Greenwich in the United Kingdom; your school; the capital cities of the four countries of the UK; five European capital cities - Relate your knowledge of lines of longitude to time zones by: explaining the concept of time zones; investigating the international date line and its relationship to the prime meridian. - On a map of Europe, locate and label the: title; compass rose; key ;lines of longitude and latitude; scale. - Find four and six figure grid references. - Apply your knowledge of four-figure grid references to find the grid reference for: your school; five places in the countryside near to your school; the centre of your nearest town or city; the centre of five European capitals. - Apply your knowledge of six-figure grid references to name and locate at least ten places on urban and rural maps.	map, title, latitude, longitude, grid reference, four figures, six figures, equator, tropics, western and eastern hemispheres, prime meridian, Greenwich, scale,	
	SPRING TERM **International Trade: Food, Natural Resources** *(Refer to CQ Milestone 2)*		**Human and Physical Geography:** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water. **Geographical skills:** Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world.	- Know that international trade is the exchange of goods and services between countries. - Know that food comes from various and diverse places. - Know that some of our food is produced locally and that a lot of our food is grown or reared in other countries and has to be transported for miles to reach us. - Know that different foods require different climates and soils, and that human are needed to grow, harvest, and transport food from its source to our tables. - Know that whilst many people in the world produce their own food, some rely on others to farm and transport the food for their consumption - Know that not everybody in the world has enough food to eat (and why) yet others have more than enough and may even waste the food they have. - Know foods that are man-made and foods that are natural. - Know which food is grown and which is reared. - Know where our food comes from and discuss whether it could be grown here (link to climate, - Know that international trade is the exchange of goods and services between countries. - Know that natural resources are sourced from specific areas of the world. - Natural resources are all the land, forests, energy sources and minerals existing naturally that can be used by people. - Understand why international trade is so important.	- Investigate what is meant by 'Fairtrade' food. - Discuss/debate whether it is better to buy locally-produced food and seasonal products. - Identify farmland on maps of the local region (including digital OS maps such as Digimap for schools) as well as on world maps. Identify different types of farm and crops. - Map food from around the world. Identify different foodstuffs e.g. tea, coffee, sugar, rice, lentils, beans, seeds, flour, pasta, bread, fruits, cocoa beans etc (the actual foods or pictures). Research where in the world each comes from. Identify foods from every continent. Annotate large world maps with the food or food pictures. - Investigate different types of food related jobs. Are they in the town or country or both? - Investigate what is meant by 'food miles' and their impact on the world; or which methods of food production produce fewest carbon emissions (type of transport, use of refrigeration plants, greenhouses etc). - Graph information about the most traded foods internationally. - Explain international trade and identify natural resources which are shared between countries, Define the term 'natural resources'. List some common natural resources. - Name and locate countries where oil is produced and where nickel and copper is mined. - Identify reasons why international trade in natural resources is important. - Explain the terms import and export. -	International, trade, export, import Food miles, food security, natural resources, countries, oil, fair trade	Literacy- debate Maths- statistics/graphs

	<u>SUMMER TERM</u> **Fieldwork: Food Trade in the local area**		**Geographical skills and fieldwork:** 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, plan, graphs and digital technologies. **Human and Physical Geography:** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water.	- Know that not all foods grow in the UK. - Understand that some foods are locally sourced and produced whilst other are imported into the UK - Understand land use in the local area. - To know that farms grow/ produce different types of foods. - Understand that there are different types of farming in the uk. - Know that there are advantages and disadvantages to locally sourced fresh foods and supermarket foods.	- Make links with local farmers and shops/ farm shops. - Identify what food is grown in your local area (explore farms, local stores etc.) - Locate and farms/ farm shops on a map in and around local area - Identify different types of farming in local are. Research where food has come from in local area.- which foods are home grown? Which are imported? Why? - Calculate food miles in local area. - Interview local farmer about agriculture, live stock, produce, - Identify the advantages and disadvantages of locally sourced foods. - Explore seasonal fruits and vegetables. - Identify and explore allotments in local area. - Compare/ contrast food from supermarkets and fresh produce./processed food. - Apply learned from international trade into local area.	Food miles, locally sourced, agriculture, produce, crops Vegetation, farm, farming, home grown, imported. Allotment Compare/ contrast, label, describe	