

# BEING A GEOGRAPHER



## Whole School Progression Document Geography


### Learning in EYFS: Geography

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

| Geography - Understanding the World                           |                         |  |   |
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| <b>Non-statutory guidance</b><br><br>Three and Four-Year-Olds | Mathematics             | <ol style="list-style-type: none"> <li>1. Understand position through words alone. For example, "The bag is under the table," - with no pointing.</li> <li>2. Describe a familiar route.</li> <li>3. Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ol>   | <b>Marvellous me and my family tree</b> <ol style="list-style-type: none"> <li>1. Investigate and use construction materials</li> </ol> <b>Let's Celebrate</b> <ol style="list-style-type: none"> <li>2. Exploring light and dark in relation to seasons and celebrations e.g. Bonfire night, Christmas</li> <li>3. Learn about safety of animals at Bonfire Night</li> <li>4. Exploring celebrations from around the world- learn how other faiths and communities celebrate</li> </ol> <b>Toys/ Bears</b> <ol style="list-style-type: none"> <li>1. Collecting and sorting toys into simple categories, big, small, hard, soft, shiny, dull, how they work.</li> <li>2. 'Beebot' activities.</li> <li>3. Use remote control toys.</li> </ol> <b>Enchanted Garden</b> <ol style="list-style-type: none"> <li>1. What do plants need to grow? learning about weather and suitable conditions for growth</li> <li>2. What do we eat and where does it come from? learn which foods come from the ground, trees and animals</li> <li>3. Which animals are born in Spring</li> <li>4. Children grow fruit, vegetables and seeds themselves.</li> </ol> |
|   | Understanding the World | <ol style="list-style-type: none"> <li>4. Use all their senses in hands-on exploration of natural materials.</li> <li>5. Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>6. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ol> |   |

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|   |   |  | <p><b>Minibeasts</b></p> <ol style="list-style-type: none"> <li>1. Look for mini-beasts in the local grounds and observe their behaviour </li> <li>2. Talk about mini-beast habitats</li> <li>3. Use Beebot bees- give instructions for movement to get to the beehive- 5 steps forward etc.</li> </ol> <p><b>Around the World</b></p> <ol style="list-style-type: none"> <li>1. Look at simple maps and globes to find where in the world we live</li> <li>2. Discuss other countries and their traditions and ways of life</li> <li>3. Look at different ways of travelling to different countries- modes of transport</li> <li>4. Learn about London and what landmarks are.</li> <li>5. Learn about different animals from around the world</li> <li>6. Look at hot and cold countries- what would we see there? What would we need to take with us?</li> </ol> |
| <p><b>Non-statutory guidance</b></p> <p>Reception</p> | Understanding the World   | <ol style="list-style-type: none"> <li>7. Draw information from a simple map.</li> <li>8. Recognise some similarities and differences between life in this country and life in other countries.</li> <li>9. Explore the natural world around them.</li> <li>10. Recognise some environments that are different to the one in which they live.</li> </ol>                         | <p><b>How to be a superhero</b></p> <ol style="list-style-type: none"> <li>1. Harvest as a special time for Christians</li> <li>2. Learn about harvests in other parts of the world</li> <li>3. Seasonal changes: Key vocabulary: season, autumn, spring, summer, winter. Months of the year, changes, weather, hot, cold, warm, frost, ice, sun, wind, rain, heat</li> </ol>  |
| <p><b>Statutory framework</b></p> <p>ELG</p>          | <p>Understanding the World</p> <p>People, Culture and Communities</p> | <ol style="list-style-type: none"> <li>11. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>12. 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> </ol> | <p><b>How many buns in the baker's shop?</b></p> <ol style="list-style-type: none"> <li>1. Seasonal changes / weather</li> <li>2. How is Christmas celebrated around the world?</li> </ol> <p><b>Whatever Next!</b></p> <ol style="list-style-type: none"> <li>1. What can we find beyond the sky? What's in Space and how will we get there?</li> <li>2. Which planet do we live on? What makes Earth special?</li> </ol>   |

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## The Natural World

13. 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.
14. Understand some important processes and changes in the natural world around them, including the seasons.

3. If an alien spaceship landed in our school garden what would they see? Create maps
4. Use Google Maps to look at where we are
5. Codapillar routes

### What's inside the egg?

4. Features of dinosaur habitats, e.g volcano, trees, lake, seaside
5. Compare habitats of animals that hatch from eggs
6. Seasonal changes: Key vocabulary: season, autumn, spring, summer, winter. Months of the year, changes, weather, hot, cold, warm, frost, ice, sun, wind, rain, heat

### What's that growing in the garden?

1. Go on a plant and flower hunt in the local area. Use frames to compare areas of the garden - what did you find in your frame? Was it the same as someone else's?

### Pretty Pirates and Powerful Princesses

2. Find out about the different places around the world that we, and our family and friends, have visited on holiday.
3. Look at places around the world where the pirates may have sailed to in search of treasure.
4. Make own maps
5. Learn about the features of the beach and seaside.

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| Year Group | National Curriculum   | Sticky Knowledge/ End Point  | Vocabulary   | Fieldwork Skills & Enquiry Skills, Mapping Skills  |
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| Y1         | <p><b>Locational Knowledge</b></p> <p>Name, locate and identify characteristics of the 4 countries of the United Kingdom and surrounding areas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> | <p><b>Countries of the UK</b></p> <ul style="list-style-type: none"> <li>Name and locate the 4 countries and capital cities of the UK</li> <li>Identify the flag for each country</li> <li>Locate the UK on a world map/ globe</li> </ul>  | <p>England<br/>Scotland<br/>Ireland<br/>Wales<br/>North<br/>South<br/>East<br/>West</p>  | <ul style="list-style-type: none"> <li>Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school.</li> <li>Explore aerial views of the local area, recognising the main features and the way symbols have been used.</li> <li>Begin to use globes, atlases and digital maps to locate areas of the United Kingdom (its countries, capitals and surrounding seas; and explore their features.</li> <li>Annotate a simple map of the UK with some of its key features (countries and capital cities).</li> <li>Explore aerial views of the local area, recognising the main features and the way symbols have been used.</li> <li>Begin to create a simple map of the local area, using a simple key and compass rose (N and S).</li> <li>Begin to understand that maps can be used to navigate an area.</li> <li>Investigate their surroundings and express what they like/dislike about the area.</li> <li>Make observations about where things are (around school and in local area) (e.g. note</li> </ul> |
|            | <p><b>Place Knowledge</b></p> <p>Use simple compass directions (North, South) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>               | <ul style="list-style-type: none"> <li>Understand what an aerial image is.</li> <li>Identify the features of the school grounds- buildings, paths, playground, field.</li> <li>Read a simple map.</li> <li>Name some basic symbols in a key.</li> <li>Identify N, E S W on a compass.</li> <li>Use simple compass directions.</li> </ul>   | <p>Eppleton Hetton Address<br/>Postcode Sunderland<br/>School Grounds Building<br/>Playground Field Paths<br/>Aerial image<br/>Map</p> |  |
|            | <p><b>Human and Physical Geography</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>   | <ul style="list-style-type: none"> <li>Names the four seasons and in the order they occur.</li> <li>Identify features of each season.</li> <li>Name some clothes that would be worn in each season.</li> <li>Say which is the hottest and coldest season in the UK.</li> <li>Name the months linked to each season.</li> <li>Name the main weather symbols.</li> <li>Explain how to record simple weather data.</li> </ul> | <p>Wind Rain Sun Cloud<br/>Ice Snow Fog Hail Warm<br/>Hot Cold<br/>Spring Summer Autumn<br/>Winter</p>                                 |  |

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|           | <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>   | <ul style="list-style-type: none"> <li>○ Identify where the equator is on a world map/ globe</li> <li>○ Identify where the north and south poles are on a world map/ globe.</li> <li>○ Point to, on the world map, where some hot places are.</li> <li>○ Point to, on the world map, where some cold places are.</li> <li>○ Explain that the equator receives direct sunlight</li> <li>○ Explain that the Poles do not receive direct sunlight</li> <li>○ Name a variety of animals that live in Africa or at the Poles. Eg: Africa (elephant/ leopard/ buffalo/ rhino/ lion/ meerkat). At the Poles (Arctic fox/ reindeer/ Arctic hare/ polar bear/ walrus/ Emperor penguin)</li> </ul> | <p>Desert Kalahari<br/>Sahara<br/>Meerkat</p> <p>Antarctica Arctic<br/>North pole South Pole<br/>Penguin Polar bear</p>   | <p>taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).</p> <ul style="list-style-type: none"> <li>• Talk about &amp; draw simple features that they have observed.</li> <li>• Record and label what they have seen (Use photographs to support recording of colours, objects, textures etc.)</li> <li>• With support, begin to ask geographical questions eg. What would you like to improve in your local area? What is it like to live in this place?</li> </ul>  |
| <p>Y2</p> | <p><b>History Topic- Hetton</b></p> <p><b>Locational Knowledge</b><br/>Name and locate the world's seven continents and five oceans</p>  | <ul style="list-style-type: none"> <li>○ Names and locate the seven continents of the world</li> <li>○ Names and locate the five oceans of the world</li> <li>○ Identify NE, SW, SE (inc N, S, E, W) on a compass</li> <li>○ Locate the United Kingdom on a map or globe.</li> <li>○ Point out where I like on a map</li> </ul>  | <p>Asia<br/>Africa<br/>North America<br/>South America<br/>Antarctica<br/>Europe Australia</p> <p>Pacific<br/>Atlantic<br/>Indian<br/>Southern<br/>Arctic</p> <p>England<br/>Australia<br/>Sydney<br/>Hetton<br/>Sunderland<br/>Wear<br/>Parramatta</p> | <ul style="list-style-type: none"> <li>• Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map and follow/create a route in the local area.</li> <li>• Use aerial images to recognise basic physical and human features.</li> <li>• Use globes, atlases and digital maps to locate and identify the world's continents and oceans; including the location of the UK, Europe, Kenya and Africa; to identify and describe where places are in the world, including Northern and Southern hemispheres.</li> <li>• Use digital maps to navigate, using compass directions to find the locations of different continents from the UK.</li> </ul> |
|           | <p><b>Place Knowledge</b><br/><b>A study on Australia linked to James Cook explorer.</b><br/>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</p> | <ul style="list-style-type: none"> <li>○ Locate Australia on a map compared to Hetton.</li> <li>○ Explain that Sydney is in the Southern hemisphere and how far away it is,</li> <li>○ Explain how people would get there and how long it would take,</li> <li>○ Name our local river as the River Wear and that it flows into the North Sea,</li> <li>○ Name the main river in Sydney as the Parramatta and this flows into Sydney Harbour.</li> <li>○ Explain at least three ways that Sydney and Hetton are different such as the population, weather, industry, food.</li> </ul>   |   |   |

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|                  | <p><b>Human and Physical Geography</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office</p>  | <ul style="list-style-type: none"> <li>○ Compare physical features such as coastline, mountains, landscape, beaches.</li> <li>○ Explain how the lives of children in Sydney are different to children in Hetton.</li> <li>○ Identify physical features (of Australia): beach, cliff, coast, forest, hill, mountain, sea, ocean, valley, vegetation, soil, season, weather.</li> <li>○ Identify human features (of Australia): city, town, village, factory, farm, house office</li> </ul>   | <p>North Sea river<br/>coastline<br/>weather<br/>landscape<br/>shops<br/>transport<br/>industry<br/>tourism</p> <p>mountain,<br/>lake,<br/>island,<br/>valley,<br/>river,<br/>cliff<br/>beach</p>   | <ul style="list-style-type: none"> <li>● Create a simple map using key symbols and a compass rose (N, E, S, W).</li> <li>● With support, gather evidence, eg. A survey, about a place and record it (pictograms, tally chart, Venn, Carroll etc.) such as, weather, transport etc.</li> <li>● Use observational skills to attempt to make simple drawings of appropriate scale. Add labels or photograph of features onto a map.</li> <li>● Discuss, record and label observations using geographical vocabulary.</li> <li>● Investigate their surroundings, expressing their own views and considering other people's views.</li> <li>● With support, ask questions geographical questions about things such as how local housing can improve, the location of places, how things have changed in the local area.</li> </ul> |
| <p><b>Y3</b></p> | <p><b>Where in the UK do we live?</b></p> <p><b>Locational Knowledge</b></p> <p>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 changes over time</p> | <ul style="list-style-type: none"> <li>○ <b>Name and locate own and neighbouring, and key counties of England and at least six cities in England and UK</b> (Tyne and Wear, Durham, Northumberland, Cumbria, North Yorkshire, London, Liverpool, Manchester, Durham, Newcastle, Sunderland, Birmingham, Leeds, York, Edinburgh, Dublin, Cardiff.)</li> <li>○ <b>Locate where the main mountain regions are in the UK</b> (Pennines, Snowdonia, Grampians, Dartmoor, Cumbrian Mountains, Ben Nevis, Skafell Pike)</li> <li>○ <b>Name and locate the main rivers in the UK where they start and end.</b> (Thames, Severn, Mersey, Tyne, Wear, Tees,)</li> </ul> | <p>England, Ireland, Scotland, Wales, atlas, key, scale, symbol, atlas, human features, physical features Counties, borders, region, rivers, source, mouth. Rivers: Thames, Severn, Mersey, Tyne, Wear, Tees, Cities: London, Liverpool, Manchester, Durham, Newcastle, Sunderland, Birmingham, Leeds, York, Edinburgh, Dublin, Cardiff. Mountain ranges: Pennines, Snowdonia, Grampians,</p> | <ul style="list-style-type: none"> <li>● Use evidence from maps, aerial images and other sources to find out about my local area, UK cities, counties and regions.</li> <li>● Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.</li> <li>● Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges</li> </ul>   |

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|                  | <p><b>What a disaster!</b><br/> <b>Science-Rocks and Soils</b><br/> <b>Human and Physical Geography</b><br/>         Describe and understand key aspects of physical geography, including: volcanoes and earthquakes</p>                   | <ul style="list-style-type: none"> <li>○ Explain what causes an earthquake</li> <li>○ Explain the process that usually occurs when rock underground suddenly breaks along a fault, causing seismic waves making the ground shake.</li> <li>○ Label the different parts of a volcano (Magma, lava, eruption, mountain, extrusive rock, intrusive rock, magma chamber, vent, ash and gas cloud)</li> <li>○ Explain the process of an eruption (covered in science rocks and soils unit.)</li> </ul> | <p>Dartmoor, Cumbrian Mountains</p> <p>Earthquakes: fault, tectonic plates, seismic waves, energy, aftershock, Richter scale, Volcanos: Magma, surface, heat, lava, eruption, gas, pressure</p>                              | <ul style="list-style-type: none"> <li>• Use globes and atlases and digital imagery to locate key topographical features of the Northeast including hills, mountains, coasts and rivers on a map; identify the location and distribution of UK rivers and other major rivers around the world navigate using the 8 compass points (N, S, E, W SE, SW, NE, NW)</li> <li>• Begin to use maps (including ordnance survey maps) to navigate using 4 figure references grids</li> <li>• Collect and record evidence about a place and record using bar graphs.</li> <li>• Collect data about a place to compare with other locations (rainfall, temperature etc.)</li> <li>• With support, analyse data collected and form simple conclusions &amp; begin to form own questions about sustainable transport to enquire.</li> <li>• Sketch a free hand map of an area (using scale) in the Northeast of England, identifying key topographical features such as rivers and local land use; including a title, key and 8-point compass rose).</li> <li>• Use world maps to label the Earth's plates and to explain what happens at plate boundaries.</li> </ul> |
| <p><b>Y4</b></p> | <p><b>Romans</b><br/> <b>Place Knowledge</b><br/>         Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country</p> | <ul style="list-style-type: none"> <li>○ Name at least 5 differences between living in the UK and a Mediterranean country</li> </ul>  | <p>Rivers<br/>         Estuary, mouth, source, meander, waterfall, erosion, deposition, tributary, ox bow lake, delta, stream.</p> <p>Mountains<br/>         Peak, valley, cliff, ridge, plateau, summit, hill, terrain,</p> | <ul style="list-style-type: none"> <li>• Use maps (including ordnance survey maps) to identify mountainous areas, urban and rural areas of Europe- using keys and symbols; using map reading skills and knowledge of keys to compare two different regions.</li> <li>• Use historical maps as evidence when investigating a local area.</li> <li>• Interpret a range of maps and aerial views of Rome, Italy and the Mediterranean region.</li> </ul>  |



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|  | <p><b>Raging Rivers</b><br/><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains, and the water cycle</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links</p> | <ul style="list-style-type: none"> <li>○ Explain why most cities are located by a river.</li> <li>○ Name and label the main features of a river: Estuary, mouth, source, meander, waterfall, erosion, deposition, tributary, ox bow lake, delta, stream.</li> <li>○</li> <li>○ Name and locate a number of the world's longest rivers: Nile, Amazon, Yangtze, Volga, Mississippi, Murray, Ganges</li> <li>○</li> <li>○ Name a number of the world's highest mountains: Everest, K2, Kilimanjaro, Denali, The Visson Massif, Mount Fuji, Ben Nevis (UK)</li> <li>○ Explain the features of a water cycle.: Evaporation, Condensation, Precipitation, Collection</li> <li>○</li> </ul> | <p>range, tectonic plates, fold mountains</p> <p>Water cycle<br/>Borehole, flood, water butt, waterworks, condensation, deforestation, drain, evaporation, water cycle,</p> <p>Settlement and migration<br/>Pattern, population, satellite image, skyline, immigrant, migration, passage, trail, trek</p> <p>Trade and economic activity<br/>Primary activity, secondary activity, tertiary activity, barter, fair trade, goods, shopping route, trading bloc</p> <p>Europe<br/>Fjords, Greek Isles, Ifill Tower, Berlin Wall, Brexit, paella, Euros, European union, Mediterranean.</p> | <ul style="list-style-type: none"> <li>● Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.</li> <li>● Use globes, atlases and digital imagery to name and locate European countries (including Russia) and major cities; to locate Iceland, Italy and the "The Ring of Fire"; naming the main oceans and countries in this area; explaining how countries are located in comparison to each other using 8 compass points.</li> <li>● Collect and record evidence about a location and present findings in a suitable form.</li> <li>● Collect data about a location and begin to look for patterns in their results.</li> <li>● Compare findings on a location with other locations and draw simple conclusions (human and physical features).</li> <li>● Draw an annotated sketch of a location from observation including descriptive and explanatory labels and indicating direction and position.</li> </ul> |
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|    | <p><b>Locational Knowledge</b><br/>Locate the worlds countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p>  | <ul style="list-style-type: none"> <li>o Name and locate at least eight European countries: Russia, France, Spain, Italy, Germany, Greece, Iceland, Sweden, Finland, Norway, Poland</li> <li>o Name at least 8 European capitals: Moscow, Paris, Madrid, Rome, Berlin, Athens, Reykjavik, Stockholm, Helsinki, Oslo, Warsaw</li> </ul>  |   |  |
| Y5 | <p><b>Rainforests, Europe Vs North America &amp; South America - Locational Knowledge</b><br/>Locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North &amp; South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> | <ul style="list-style-type: none"> <li>o Name and locate at least eight major capital cities across the world. (Manila, Seoul, Mexico City, Washington DC, Mumbai, Ottawa, Stockholm) <b>(South America Topic)</b></li> <li>o Name and locate a number of South American Countries. (Brazil, Argentina, Chile, Venezuela, Colombia, Peru, Bolivia, Uruguay, Paraguay, Guyana, Ecuador) <b>(South America Topic)</b></li> <li>o Name and locate at least eight European countries. (Russia, Germany, Turkey, France, UK, Italy, Spain, Ukraine) <b>(North America Vs Europe Topic)</b></li> <li>o Name and locate a number of North American Countries. (Canada, USA, Mexico, Nicaragua, Honduras, Cuba, Guatemala, Panama, Costa Rica, Dominican Republic) <b>(North America Vs Europe Topic)</b></li> <li>o Identify that Mexico City, Mexico, is North America's largest city and the Missouri River is the longest in North America. <b>(North America Vs Europe Topic)</b></li> </ul> | <p>latitude and longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/ Greenwich meridian and time zones</p> <p><u>Biomes - Tundra</u></p> <p>Rainforest, Savanna, Temperate forest, Temperate grassland, Alpine. Vegetation belts,</p> <p><u>Layers of the Rainforest</u><br/>Emergent Layer, Canopy, Understory, Forest Floor, The Amazon, Rainforests,</p> | <ul style="list-style-type: none"> <li>• Use globes and atlases (Physical &amp; political maps) to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil. Also identify the location of North America and its countries; The location of the 'Seven Summits' on a world map.</li> <li>• Identify the position and significance of lines of Latitude and Longitude, Tropics of Cancer and Capricorn; Northern and Southern hemispheres.</li> <li>• Interpret maps (including digital maps) and aerial views of the Americas, South-East Brazil, Rio de Janeiro and the Amazon at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied.</li> <li>• Use globes, atlases and maps (Physical &amp; political maps) to identify the main human and physical features of South America; Extending mapping skills from 4point grid referencing to 6point grid references.</li> <li>• Interpret a range of maps and aerial views of North America; use lines of longitude and latitude;</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>Recognise that Greenland is not only the biggest island in North America, but also in the world. (<i>North America Vs Europe Topic</i>)</li> </ul>   | <p>Endangered Animals, Deforestation</p>   | <p>6 figure grid references to describe locations within North America.</p> <ul style="list-style-type: none"> <li>Independently decide how to collect data about a location and present findings in an appropriate form.</li> </ul>   |
| <p><b>Space (Science) - Locational Knowledge</b><br/>Identify the position and significance of latitude and 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> | <ul style="list-style-type: none"> <li>Names four countries from the southern hemisphere and four from the northern hemisphere.</li> <li>Identify where the equator, tropic of cancer and tropic of Capricorn and the Greenwich meridian are on the world map.</li> <li>Explain what a time zone is. (Linked to Science)</li> </ul> | <p><u>Deserts:</u> Atacama Desert - South America, Sahara Desert - Africa, Gobi Desert - China/Mongolia, Antarctic Desert - Antarctica</p> <p>South America - Brazil, Argentina, Chile, Venezuela, Colombia, Peru, Bolivia, Uruguay, Paraguay, Ecuador</p> | <ul style="list-style-type: none"> <li>Analyse and compare findings with information about other locations and draw conclusions (focus on land use).</li> <li>Use a variety of sources as evidence to compare the local area to the past (maps, photos, anecdotes etc.)</li> <li>Create a simple scaled sketch map of a location/feature.</li> </ul> |
| <p><b>Place Knowledge</b><br/>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 America. (<i>North America Vs Europe</i>)</p>   | <p><u>Europe vs. North America</u></p> <ul style="list-style-type: none"> <li>Name some key differences between living in the UK and in a country in North America. (<i>Climate, Weather, Jobs, Food, Settlement, Culture, National Sports</i>)</li> </ul>  | <p>Capital Cities across the world - Manila, Seoul, Mexico City, Washington DC, Mumbai, Ottawa, Stockholm</p> <p><u>Europe vs. North America</u><br/>Climate, weather, environmental regions, key physical and human</p>                                   | <ul style="list-style-type: none"> <li>Make semi-independent decisions on how to collect data to answer own questions. Such as interviews, questionnaires, observations</li> </ul>   |

# BEING A GEOGRAPHER



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|                  | <p><b>Rainforest &amp; South America - Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p>   | <ul style="list-style-type: none"> <li>○ Explain what a biomes is and what are the features of a specific biome. (<u>Biomes</u> - Tundra, Rainforest, Savanna, Temperate forest, Temperate grassland, Alpine)</li> <li>○ Name the layers of a rainforest (Emergent Layer, Canopy, Understory, Forest Floor).</li> <li>○ Explain what deforestation is and its effect on the world</li> <li>○ Name and locate some of the world's deserts. (Atacama Desert - South America, Sahara Desert - Africa, Gobi Desert - China/Mongolia, Antarctic Desert -Antarctica)</li> </ul> | <p>characteristics, time zones, latitudes, longitude, grid reference, land use, landmarks, religion, language, population, life expectancy, continent, flora, fauna</p>   |  |
| <p><b>Y6</b></p> | <p><b>Locational Knowledge</b></p> <p>Locate the worlds countries, using maps to focus on Europe and North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p>   | <p>(This is recapped within WW2 Topic but mainly focused on within Y5 Geography curriculum.)</p>  | <p><b>Natural Resources and Sustainable Living</b></p> <p>Future generations, economic choices, sustainability, conservation, pollution, overpopulation, deforestation, congestion, recycling, consumption, climate change, solar panels, turbines, hydraulic action, hydroelectric, insulation, renewable, non-renewable, biomass, coal, oil, gas, power station, minerals, import, carbon/ecological footprint, life expectancy, population, food miles</p> | <ul style="list-style-type: none"> <li>● Independently select the most appropriate map that for what I is being located</li> <li>● Use evidence from fieldwork to annotate an ordnance survey map of local area, showing how it meets people's needs; including devising symbols and a key, and referencing some key sites using 6 figure grid references.</li> <li>● Independently decide how to collect evidence and present in chosen form, justifying choices made to answer own questions.</li> <li>● Compare findings about a location with other location and draw plausible, justified conclusions.</li> <li>● Use a variety of sources as evidence to compare the local area to the past and suggest reasons for changes observed.</li> </ul> |
|                  | <p><b>Place Knowledge</b></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 America. <b>(Trade &amp; Economics Topic)</b></p> | <p><b>Trade and Economic Activity</b></p> <ul style="list-style-type: none"> <li>○ Be able to locate El Salvador on a world map.</li> <li>○ Name some goods exported from El Salvador to the UK.</li> <li>○ Explain the meaning of the terms: primary, secondary and tertiary activity.</li> <li>○ Explain how trade takes place today.</li> </ul>  |   |  |

# BEING A GEOGRAPHER



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|  | <p><b>Human and physical geography</b><br/>Describe and understand key aspects of 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.<br/><b>(Trade &amp; Economics Topic AND Natural Resources &amp; Sustainable Development)</b></p> | <p><b>Natural Resources and Sustainable Living</b></p> <ul style="list-style-type: none"> <li>○ Explain the main human and physical differences between developed and third world countries.</li> <li>○ Be able to name natural resources - e.g. different minerals, energy, food and water.</li> <li>○ Explain some natural resources (such as oil, gas and metal ores) are non-renewable, limited and will eventually run out.</li> <li>○ Explain that others (such as food crops, wood, wind, sunshine and soil) are renewable and can be replaced.</li> <li>○ Name the dangers of climate change and the threats that this poses to humans and natural systems.</li> <li>○ Explain the meaning of carbon and ecological footprints.</li> <li>○ Explain that the increasing demand for natural resources raises important questions about sustainability and be able to explain the urgent need for sustainable living.</li> </ul> <p><b>Trade and Economic Activity</b></p> <ul style="list-style-type: none"> <li>○ Explain the difference between imports and exports and be able to list some goods exported &amp; imported from the UK.</li> <li>○ Explain the purpose of fair trade.</li> <li>○ List some products that are fairly traded.</li> <li>○ Describe an example of a global supply chain.</li> <li>○ Explain the meaning of globalisation.</li> </ul> | <p><b>Trade &amp; Economic Activity</b></p> <p>Trade links, import, export, goods, fair trade, production, supply chain, global economy, globalisation, climate, landscape, manufacture, multinational, transportation, expansion, merchants, value, primary, secondary, tertiary, economic activity, cultivate, topographical.</p> <p><b>Within Local Study History Topic (land use)</b></p> <p>Land use, urban, rural, industry,</p> | <ul style="list-style-type: none"> <li>• Create a scaled sketch map of a location/feature using symbols and a legend.</li> </ul> |
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