

Skills Progression Map

Subject – Geography



Lawn Primary
and Nursery School

Purpose of Geography:

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.

Progress to:

Pupils 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.

Aims of Geography:

- To 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.
- To 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
- That pupils are competent in the geographical skills needed to:
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

EYFS Knowledge: The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. 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. The most relevant statements for geography are taken from the following areas of learning: • Mathematics • Understanding the World.

KS1 Knowledge

Pupils should be taught to:

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- To 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.

Human and physical geography

- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- To 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.
- To 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.
- To 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.
- To 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.

KS2 Knowledge

Pupils should be taught to:

Locational knowledge

- To 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.
- To 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.
- To 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).

Place knowledge

- To 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

- To describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - 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.

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To 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.
- To 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.

EYFS			
Geography			
3 + 4 year olds		Mathematics	<ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
		Understanding the World	<ul style="list-style-type: none"> Use all senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception		Understanding the World	<p>Draw information from a simple map.</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> Describe 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.
		The Natural World	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

Year 1

<u>Prior Learning</u>	Children will have comprehension of the EYFS area of learning linked to Understanding the World. Within this, children will have begun to understand that there are lots of countries in the world and that there are differences between these countries e.g. temperatures. Children will have an understanding of the natural world and explore this. Children will begin to understand the environment and the changes which occur within this and experience of discussing these topics.		
	Weather Experts	Let's Explore Lawn	Around the World
<u>The Big Question</u>	What weather might we see in each of the four seasons?	What is it like where we live and go to school?	What is it like around the world?
<u>Assessment Outcome: Children should know</u>	<ol style="list-style-type: none"> 1.) Children can identify and explore how the weather changes during each season 2.) Children can use compass points and directional language to discuss seasonal and daily weather patterns. 3.) Children can perform simple tests to understand what clouds are made from 4.) Children understand how rainfall is measured and why it is important that we know how much rain has fallen 5.) Children will know how temperature is measured and how this varies from shade to full sun. 6.) Children can explain how weather changes in a polar climate zone 	MAPPING/FIELDWORK <ol style="list-style-type: none"> 1.) Children can find the UK on a map and name each of the four countries 2.) Children can name some human and physical features in the school grounds 3.) Children can describe the differences between school and Lawn woods 4.) Children can create a simple line map of their journey to school 5.) Children can observe local traffic and complete a survey 	<ol style="list-style-type: none"> 1. Children are able to locate Europe on a world map and identify some of its countries and features. 2. To be able to locate Asia on a world map and explore the features and characteristics of China. 3. To be able to locate Australia on a world map and identify some of its features and characteristics. 4. To be able to locate Africa on a world map and explore the features and characteristics of Kenya. 5. To be able to identify North America on a world map and explore the characteristics and features of the USA. 6. To be able to locate South America on a world map and explore the features and characteristics of Brazil.
<u>Key Progression Targets</u>			
Locational Knowledge	Name and locate the four countries and their capital cities that make up the United Kingdom.	Name and locate the four countries that make up the United Kingdom.	

			Name and locate the world's seven continents
Place Knowledge		Observe and describe the human and physical geography of a small area of the United Kingdom. 'What is it like to live in this place?'	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
Human + Physical Geography	Identify seasonal and daily weather patterns in the United Kingdom and 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 physical features of their school and its grounds and of the surrounding environment. (Recap)Identify seasonal/daily weather patterns in the UK.	Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical Skills, Knowledge + Fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions Use simple fieldwork and observational skills	Use world maps, atlases and globes to identify the United Kingdom and its countries. Focus on Lawn/Swindon. Use locational and directional language (e.g. near and far, left and right), Describe the location of features and routes on maps. Use photographs (inc. aerial) to recognise landmarks and basic human and physical features; devise simple picture maps inc. a few keys. Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.
<u>Key New Vocabulary</u>	Wales England Northern Ireland Scotland United Kingdom (UK) Great Britain	<i>As previous +</i> Town Village Route human/physical features Landmarks Map	<i>As previous +</i> Continent Equator Lifestyle Direction Landmarks Symbols

	Capital City Seasons Weather Weather station Meteorology Meteorologist Temperature Climate Forecast North and south pole Polar	Location/locate Symbols Key Aerial view (photograph) North South East West Familiar Near to Far from Left Right	Mountainous Landmark City Town Village Factory Farm House Office Port Harbour Shop
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<u>Year 2</u>			
<u>Prior Learning</u>	Children will have developed an understanding of the weather and seasons. Children will know that the UK consists of 4 countries. Children will have begun questioning the impact/changes their lives and actions had on how we live today.		
	You're Great, Britain.	Let's Go on Safari	Pacific Ocean
<u>The Big Question</u>	What is unique about Swindon?	Why is Kenya a good place to visit for a safari?	What is it like under the sea?
<u>Assessment Outcome: Children should know</u>	<ol style="list-style-type: none"> Children can locate the countries and capital cities of the UK. Children can draw a map of the classroom. Children can use fieldwork and observational skills to study the geography of their school 	<ol style="list-style-type: none"> Children can locate Africa on a world map and identify the country of Kenya. Children can explore and compare the climate and weather in Kenya. 	<ol style="list-style-type: none"> Children can compare the Atlantic Ocean and Pacific Ocean Children can identify hot and cold areas of the world Children can investigate human and physical features of a Pacific Island. Which one?

	<ul style="list-style-type: none"> 4. Children can design a map, referring to key human features. 5. Children can identify human and physical features of Swindon 	<ul style="list-style-type: none"> 3. Children can explore the animals of Kenya. 4. Children can use compass points to navigate around a map. 5. Children can explore the landscapes of Kenya. 6. Children can find out about the people and culture of Kenya. 	<ul style="list-style-type: none"> 4. Children can describe the habitat for a Pacific creature. Which one? 5. Children can locate the Great Barrier Reef 6. Children can identify animals that live in the Great Barrier Reef
<u>Key Progression Targets</u>			
Locational Knowledge	Name and locate the four countries that make up the United Kingdom.	Name and locate the world's seven continents	Name and locate the world's seven continents and five Oceans
Place Knowledge	<p>Observe and describe the human and physical geography of a small area of the United Kingdom.</p> <p>'What is it like to live in Swindon in the UK?'</p>	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 (Kenya, Africa)	
Human + Physical Geography	Use basic Geographical vocabulary to refer to physical and human features of their school, its grounds and of the surrounding environment of Swindon.	<p>Identify seasonal/daily weather patterns in the UK and compare them to Kenya</p> <p>Use basic geographical vocabulary to refer to physical and human features. E.g. savannah, sand, town.</p>	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Geographical Skills, Knowledge + Fieldwork	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right)</p> <p>Describe the location of features and routes on maps.</p>	<p>Use world maps, atlases and globes to identify the continents and oceans.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on maps.</p> <p>Devise simple picture maps.</p>	<p>Use world maps, atlases and globes to identify oceans</p> <p>Use photographs to recognise landmarks and basic human and physical features;</p>

	<p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.	
<u>Key New Vocabulary</u>	<p>Wales England Northern Ireland Scotland United Kingdom (UK) Great Britain Swindon Wiltshire County/Borough Locate North South East West Familiar Near to Far from Left Right Map Key</p>	<p>England United Kingdom (UK) Great Britain Africa Kenya Town Village Globe Equator Game reserve National Park Tourist Navigate Key Route Landscape Valley Mountain Ocean Vegetation Savannah Safari Maasai</p>	<p>Europe North America South America Africa Asia Antarctica Australia/Oceania</p> <p>Arctic Ocean Atlantic Ocean Southern Ocean Pacific Ocean Indian Ocean</p> <p>Direction Landmarks Symbols Human/Physical Features North and South Pole</p>

Year 3

<u>Prior Learning</u>	Children should have developed knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		
	City of Lights	Oh I do like to be beside the seaside.	Exploring the UK
<u>The Big Question</u>	Why is Paris so popular with tourists?	What are the advantages and disadvantages of living by the sea?	What can be found within the UK?
<u>Assessment Outcome:</u> <u>Children should know</u>	<ol style="list-style-type: none"> 1) Children can locate France on a map (Europe and global) considering- What a continent is, what continent France be found on and other countries that are nearby to France 2) Children can name some key physical geographical features of Paris? 3) Can children name some key human geographical features of Paris. 4) Children can name and research some major Parisian tourist attractions. 5) Children can compare London to Paris. 	<ol style="list-style-type: none"> 1) Children know what the seaside is and what would you find at a seaside town. 2) Children can explore what a beach holiday in the UK would be like. 3) Children can compare a seaside town to Swindon. 4) Children know what a harbour is and what would you expect to see at a harbour. 5) Children can identify and describe 'natural' or 'man-made' features of the seaside. 	<ol style="list-style-type: none"> 1) Children can identify the countries and capitals of the United Kingdom. 2) Children can name and locate cities on a map of the UK using compass directions. 3) Children can name and locate the main rivers and seas of the UK. 4) Children can name and locate areas of high ground in the U.K: hills and mountains. 5) Children know what a settlement is: identifying different types of settlement- including those in their local area (fieldwork) 6) Children can describe aspects of physical and human geography 7) Children know how populations change and the impact this has on the environment: including examining their local area (fieldwork)

Key Progression Targets			
Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Name and locate countries and cities of the UK, geographical coastal regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	<p>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.</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 changed over time.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p>
Place Knowledge	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 (Compare London to Paris)	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Compare Swindon to coastal resort)	
Human + Physical Geography	Describe and understand key aspects of: physical geography , including: climate zones, rivers human geography , including: types of settlement and land use (tourist attractions)	<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: town, village,</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography: climate zones, rivers, mountains.</p> <p>Human geography: types of settlement and land use, economic activity including trade links</p>

		factory, lighthouse, house, arcade, port, harbour and shop.	
Geographical Skills, Knowledge + Fieldwork	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Introduce 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 Paris and London.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<u>Key New Vocabulary</u>	<p>France</p> <p>Paris</p> <p>Europe</p> <p>City</p> <p>Capital City</p> <p>Landmark</p> <p>Population</p> <p>Settlement</p> <p>Community</p> <p>Culture</p> <p>River</p> <p>Tourist</p>	<p>England</p> <p>United Kingdom (UK)</p> <p>Great Britain</p> <p>Seaside</p> <p>Coast/Coastal</p> <p>Locate</p> <p>Port</p> <p>Harbour</p> <p>Urban</p> <p>Rural</p> <p>Sand dunes</p> <p>Pier</p> <p>Lighthouse</p> <p>Rockpools</p>	<p>Town</p> <p>City</p> <p>Village</p> <p>Hamlet</p> <p>Market town</p> <p>Counties</p> <p>Population</p> <p>Direction</p> <p>Prime Meridian</p> <p>Landmarks</p> <p>Human/Physical Features</p>

Year 4

<u>Prior Learning</u>	Children should have developed knowledge about Europe, the United Kingdom and their locality. They should understand subject-specific vocabulary such as coastal and settlement. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They should be able to identify physical and human characteristics		
	Natural Disasters	Iceland Uncovered-The Land of Ice and Fire	The Journey of a River
<u>The Big Question</u>	Why do we have natural disasters?	Why do tourists visit Iceland?	Why are rivers so important?
<u>Assessment Outcome:</u> <u>Children should know</u>	<ol style="list-style-type: none"> 1) Children know how volcanoes are formed and why people might choose to live near one despite their impact. 2) Children know what causes tsunamis and how they impact human lives: Boxing Day Tsunami 3) Children know what causes hurricanes and the impact these have on human lives: Hurricane Katrina. 4) Children know what causes earthquakes and the impact these have on human lives: Valdivia Chile 1960 and Turkey/Syria 2023 5) Children know how meteorologists study and predict weather. 6) Children can locate areas of global significance when researching natural disasters. 	<ol style="list-style-type: none"> 1) Children know some initial facts about Iceland: location on a world map, counties it is nearby and culture, population, language and distribution of settlements. 2) Children can explore and discuss the physical landscape of Iceland. 3) Children can explore and discuss the human features of Iceland. 4) Children can locate and analyse the volcanoes and major glaciers of Iceland. 5) Children know about the Northern Lights: the history within popular culture and how they are formed. 6) Children can consider what it would be like to visit Iceland. 	<ol style="list-style-type: none"> 1) Children can identify and name major rivers in the UK- including those closest to them. (fieldwork) 2) Children know how the water cycle works. 3) Children know how a river is formed. 4) Children know how humans use rivers, where our water comes from, whilst understanding the risks that they pose. 5) Children know how humans have made and used dams and estuaries, considering erosion and floodplains. 6) Children know the impact floods and droughts have on places (is covered in natural disasters unit). (fieldwork) 7) Children know physical and human factors which affect the flood risk starter as we covered this in natural disasters.

Key Progression Targets			
Locational Knowledge	<p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p>	<p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>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.</p>
Place Knowledge	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country, link to Mt Vesuvius, Italy and Iceland.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in a European country- Iceland.</p>	
Human + Physical Geography	<p>Describe and understand key aspects of:</p> <p>Physical geography: mountains, volcanoes and earthquakes.</p> <p>Human geography: types of settlement and land use-with regard to living in disaster zones.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography: climate zones, black-sand beaches, Northern Lights, sea, ocean, volcanoes, season and weather, geyser, geothermal lagoons, hot springs and waterfalls.</p> <p>Human geography: types of settlement and land use, town, village, farm, house, port, harbour, shops and the distribution of natural resources including energy and water.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography: rivers, mountains and the water cycle.</p> <p>Human geography: types of settlement and land use and the distribution of natural resources including energy and water.</p>

Geographical Skills, Knowledge + Fieldwork	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, and four-figure grid references.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, and four-figure grid references.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, and four-figure grid references.</p> <p>Use fieldwork study 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.</p> <p>Survey of land in immediate locality of the school – Classifications – residential, retail, commercial, entertainment, industrial. How has land use changed over time?</p>
<u>Key New Vocabulary</u>	<p>Volcanoes - active, dormant + extinct</p> <p>Erupt</p> <p>Earthquakes</p> <p>Tectonic plates</p> <p>Surface</p> <p>Molten rock Lava</p> <p>Tornado</p> <p>Destruction</p> <p>Hurricane</p> <p>‘Eye’</p> <p>Tectonic plates</p> <p>Tsunami</p> <p>Aftershock</p> <p>Epicentre</p> <p>Fault line</p> <p>Magnitude</p> <p>Seismic</p> <p>Tremor</p>	<p>Iceland</p> <p>Europe</p> <p>Island</p> <p>Volcanoes - active, dormant + extinct</p> <p>hot springs</p> <p>Geyser</p> <p>Lagoons</p> <p>Aurelia Borealis/Northern Lights</p> <p>Flora/fauna</p> <p>Glaciers</p> <p>Latitude</p> <p>Leisure</p>	<p>River</p> <p>Stream</p> <p>Canal</p> <p>Spring</p> <p>Lake</p> <p>Groundwater</p> <p>Source</p> <p>River mouth</p> <p>Meander</p> <p>Delta</p> <p>Upper course</p> <p>Middle course</p> <p>Lower course</p> <p>Tributary</p> <p>Estuary</p>

Year 5

<u>Prior Learning</u>	Children should have developed knowledge about Europe, the United Kingdom and their locality. They should understand subject-specific vocabulary such as coastal and settlement. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They should be able to identify physical and human characteristics of regions in the UK and Europe for example, Iceland.		
	Exploring Brazil	The Amazon Rainforest	Investigating Climate and Biomes
<u>The Big Question</u>	Is Brazil only famous for its football team? How does Brazil compare to London?	Why are rainforests so important and why must they be protected?	What is the effect of climate on ecosystems?
<u>Assessment Outcome: Children should know</u>	<p>1)Children can locate Brazil (and its capital city) on a world map (hemisphere, equator inc.) and locate other countries nearby: within South and North America.</p> <p>2)Children know what the climate is like in Brazil and how this compares to the climate in the UK.</p> <p>3)Children can compare life in Brazil's capital to life in London: population, language, human and physical features.</p> <p>4)Children can consider what it might be like to visit Brazil: how would we get there? What landmarks might I see? What activities might I do? What currency do I need? Etc.</p> <p>5)Children know about the River Amazon and why it is so important for people and wildlife Inc. Plants.</p>	<p>1)Children know the location of the Amazon Rainforest and where other rainforests are in the world: consider hemisphere, equator, longitude and latitude.</p> <p>2)Children know what a rainforest is- considering what is it like inside a rainforest and what the different layers of a rainforest are, climate and biomes.</p> <p>3)Children know what is deforestation is and what impact has locally and globally. What is exported from the Amazon?</p> <p>4)Children know how people use the rainforest- considering both sustainable ways and ways that damage the rainforest.</p> <p>5)Children know what life is like in the rainforest for indigenous tribes.</p> <p>6)Children know about the Amazon River and why is it so important- survival of different</p>	<p>1)Children know the different biomes/ecosystems that there are on Earth and they can locate them on a world map. Noting the equator and tropics.</p> <p>2) Children can compare two different biomes e.g. rainforest with a desert- using digital maps to locate areas and describe some biomes?</p> <p>3) Children know how biomes/ecosystems impact human supply chains and how humans have adapted to survive in each one. For example, farming methods in deserts, what resources do we get from the rainforest?</p> <p>4)Children know why biomes/ecosystems are important and can explain some causes and effects linked to climate change.</p> <p>5)Children can explain sustainable methods we need to use to ensure the survival of</p>

	6)Children know how life is different in Brazil compared to the UK- human and physical features considered.	species (what species and the wider environment)	biomes/ecosystems- considering their local area (fieldwork). 6)Children can locate and compare two similar biomes/ecosystems from different parts of the world and compare them: rainforests in South America compared to Asia for example.
<u>Key Progression Targets</u>			
Locational Knowledge	<p>Locate the main countries in South America concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills and mountains with a focus on rivers, for example the Amazon. Understand how these features have changed over time.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, linking to rainforests.</p>	<p>Locate an area (Amazon) in South America concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate the key topographical features including features of erosion, hills and mountains with a focus on rivers, for example the Amazon. Understand how these features have changed over time.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, linking to rainforests.</p>	<p>Locate biomes across the world concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, linking to climate.</p>
Place Knowledge	<p>Compare a region in the UK with a region, which has significant differences and similarities in S. America.</p> <p>Make links to Fairtrade e.g. coffee</p>	<p>Compare a region in the UK with a region, which has significant differences and similarities in S. America.</p>	<p>Compare two biomes.</p>
Human + Physical Geography	<p>Describe and understand key aspects of:</p> <p>Physical geography: deserts, rainforests, eco-systems, biomes, vegetation belts, waterfalls, mountains and lakes.</p> <p>Human geography: types of settlement and land use, forts, ports, architecture, farming, tourist attractions and big industry.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography: rainforest, eco-systems, biomes, vegetation belts, mountains and lakes.</p> <p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography: eco-systems, biomes, climate zones and vegetation belts.</p> <p>Human geography: types of settlement and land use, economic activity including the distribution of energy.</p>

Geographical Skills, Knowledge + Fieldwork	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge.</p> <p>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.</p>
<u>Key New Vocabulary</u>	<p>Continent Brazil Rainforest South America Grid reference Human/Man-made Physical/Natural Equator Northern Hemisphere Southern Hemisphere Tropical Temperate Tropic of Cancer Tropic of Capricorn</p>	<p>Amazon Rainforest Layers Emergent Canopy Understory Forest floor Biome Climate Equator Deforestation Natural resources Conservation Sustainability Indigenous</p>	<p>Biome Ecosystem Climate Environment Equator Equatorial climate Latitude Longitude Arid Tundra Aquatic Grassland Forest Desert</p>

Year 6

<u>Prior Learning</u>	Children should have developed knowledge about S America, Europe, the United Kingdom and their locality. They should understand subject-specific vocabulary such as biome and equator. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge across the world. They should be able to identify physical and human characteristics of regions across the world for example, S America.		
	Geography of North America	Mighty Mountains	Global Trade
<u>The Big Question</u>	What's so amazing about North America?	How were the world's greatest mountain ranges formed?	Where do the products we buy come from?
<u>Assessment Outcome: Children should know</u>	<p>1)Children can you locate the continent of North America and name and locate the 23 countries of N America. Children should be able to use maps to identify the country boundaries on the map?</p> <p>2)Children should be able to name US state, knowing how many there are.</p> <p>3)Children can identify some different climate zones in North America and investigate in detail using maps, atlases, globes and digital/computer mapping- describing the specific features of a particular area.</p> <p>4) Can we compare climates in North America? Will they be the same? E.g. Canada to Mexico</p> <p>5)Children can you identify and describe some physical and human geographical</p>	<p>1)Children should know what the two main types of mountain formations are and how they are formed. This includes, knowing what a mountain is, the role tectonic plates have in mountain formation, how are fold mountains are formed and that volcanoes are a type of mountain.</p> <p>2)Children should know what the different parts of the mountain are called and where to locate them on a diagram: summit, slopes, ridge and valley: including children knowing why a mountain is not a hill.</p> <p>3)Children can use maps and digital technology to locate mountain ranges of the world knowing what is the highest mountain range in the world, which is the longest mountain range in the world and where significant mountains can be found e.g- Himalayas/Alps/Andes/ Rockies</p>	<p>1)Children to know what 'trade' is including considering if we could live without trade, what makes trade 'global' and how and why has trade changed through time to become global.</p> <p>2)Children to investigate where the products we buy come from and locate these areas on maps.</p> <p>3) Children to know what resources different regions within the UK have and consider the geographical features that make this possible- mines, flat fertile land for farming, hillsides for grazing animals etc</p> <p>4)Children to know what imports and exports are, why we import food and what products the UK imports and exports most of on a global scale. This includes knowing what raw materials are compared to manufactured goods.</p>

	<p>features of North America, describing how they are formed-e.g. Grand Canyon/Niagara Falls/Yellowstone and the Hoover Dam/Panama Canal</p> <p>6)Children can compare the physical and human geography of a region in the UK (their local area) with that of a region in North America. Mapping/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, plans and graphs, and digital technologies for understanding their local area.</p>	<p>4) Children consider why people live in the mountains: how would life be different from life in Swindon? What jobs do people do there? What is the weather like there?</p> <p>5)Children should know how mountain climates are different from other areas- considering why it snows more often in the mountains, what flora/fauna can be found there and the what seasonal cycles there are</p> <p>6)Children to know why people might travel to mountains and what dangers can be found when on a mountain-E.g. when climbing/skiing?</p>	<p>5)Children develop an awareness of what Fairtrade and how Fairtrade helps. To know which food item has travelled the furthest and the outline of how a Fairtrade item makes it from the field to the supermarket shelf.</p> <p>6)Children consider how food production is influenced by climate and also how it impacts our climate- this includes considering why if a food item can be sourced locally, why might it be a good idea to do this rather than import? (fieldwork: map and track local weather)</p>
Key Progression Targets			
Locational Knowledge	<p>On a world map locate the main countries in North America. Identify their main environmental regions, key physical and human characteristics, and major cities/capital cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers, focus on the Grand Canyon. Understand how these features have changed over time.</p> <p>Identify the position and significance of latitude/longitude, Arctic and Antarctic circles and the Greenwich Meridian, time zones linking to local times.</p>	<p>To name and locate counties and cities of the United Kingdom and other continents, geographical regions and their identifying human and physical characteristics.</p> <p>Name and locate key topographical features in the context of hills and mountain ranges.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Locate the world's countries using maps to focus on Europe and North and South America.</p> <p>Identify the position and significance of latitude/longitude, Arctic and Antarctic circles and the GMT linking to importance of trade countries.</p>
Place Knowledge	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America in the context of comparing landscapes,</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of mountain ranges looking at</p>	<p>To understand geographical similarities and differences through the study of key trade countries with UK.</p>

	towns/settlements/climates/planning a trip there.	comparisons between mountains e.g. Alps and Andes	
Human + Physical Geography volcanoes	<p>Describe and understand key aspects of:</p> <p>Physical geography: lakes, mountains, waterfalls (Niagara Falls), coastlines, weather and climate patterns, erosion (Grand Canyon), Yellowstone National Park.</p> <p>Human geography: types of settlement and land use, forts, ports, architecture, languages, farming, tourist attractions (Empire State Building/Theme Parks) and big industry (Panama Canal).</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography: mountains, climate zones, weather, vegetation belts, water cycle, erosion and volcanoes.</p> <p>Human geography: types of settlement and land use.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography: climate zones, biomes and vegetation belts.</p> <p>Human geography: types of settlement and land use, economic activity of trade links and the distribution of natural resources including energy, food, minerals and water.</p>
Geographical Skills, Knowledge + Fieldwork	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North America.</p> <p>6 figure grid references with teaching of latitude and longitude in depth. 8 Compass points.</p> <p>Use fieldwork to observe, measure and record the human and physical features in our local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Create a guide for a tourist coming to Wiltshire.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>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 mountains/mountain ranges in the United Kingdom and the wider world.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the World.</p> <p>Use fieldwork to observe, measure and record UK trades using a range of methods, including and graphs, population maps and digital technologies.</p>
<u>Key New Vocabulary</u>	<p>State</p> <p>Boundaries</p> <p>Climate</p> <p>Climate Zone</p> <p>Erosion</p> <p>Language</p> <p>Equator</p> <p>Latitude</p> <p>Longitude</p> <p>Region</p> <p>Population distribution</p> <p>Settlement</p>	<p>Mountain</p> <p>Mountain range</p> <p>Summit</p> <p>Base</p> <p>Slopes</p> <p>Ridge</p> <p>Valley</p> <p>Sea-level</p> <p>Tectonic plates</p> <p>Fault lines</p> <p>Fold mountains</p> <p>Avalanche</p> <p>Glacier</p>	<p>Trade</p> <p>Fair trade</p> <p>Economy/Economic</p> <p>Export</p> <p>Import</p> <p>Global trade</p> <p>Agriculture</p> <p>Supply chain/Global Supply Chain</p> <p>Manufactured</p> <p>Raw products</p> <p>International</p> <p>Multinational</p> <p>Globalisation</p>

