Desford Community Primary School

Geography Progression of Knowledge and Skills

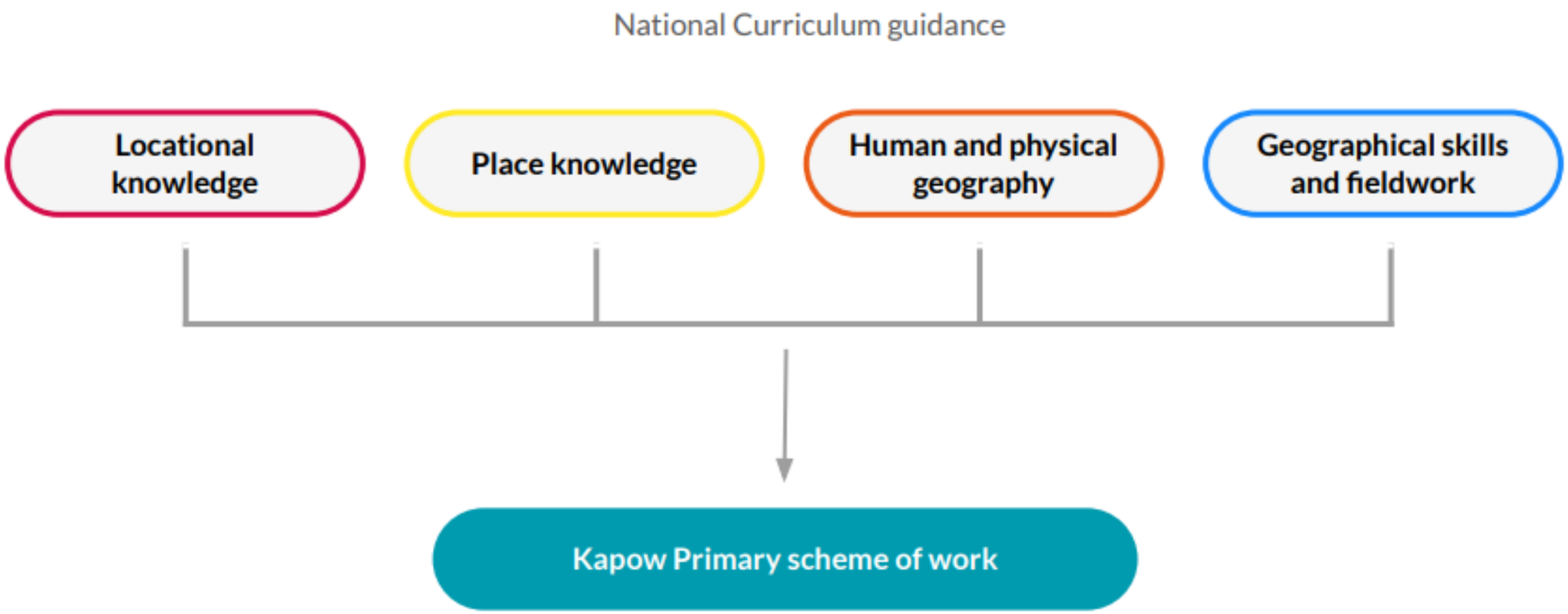
EYFS – Year 6

Knowledge and Skills - Geography

The Geography Progression of skills and knowledge gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum.

Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others.

As there are only three units per year group, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

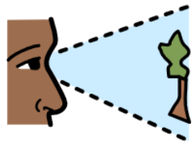
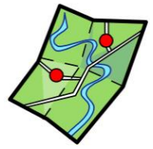
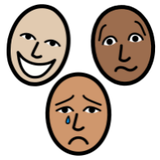


Knowledge and Skills - Geography

EYFS				
UTW: Geography	I wonder where that is in the world? 	I wonder what we can see in our village? 	I wonder what is the same and different to where we live? 	**Vocabulary**
The Natural World	• 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 through stories and non-fiction texts.			Spring, Summer, Autumn, Winter, seasons, weather, change, environment, same, different, compare, natural, investigate, explore, world, map
Understanding the World Past and Present	• Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;			old, new, past, present, future, change, society, community, map, globe, explore, compare
People Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • 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.			Place, village, town, photograph, map, location, explore,
<u>Opportunities & Experiences</u>	○ We use stories and photos of different places across the world to aid discussions around similarities and differences. ○ Children have access to maps, atlases, globes and photos in the continuous provision. ○ Children use Google Earth to find our own environment and look for places around the world. ○ Children make their own maps and use them to role-play exploring. ○ We discuss journeys we have taken, landmarks we have seen the weather and natural resources.			Explore, investigate, predict, evaluate, notice, observe, wonder, identify, measure

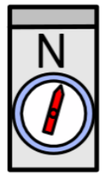
Knowledge and Skills - Geography

YEAR 1 – AUTUMN TERM

 **Geography** **What is it like here?** Kapow Primary	 **Where in the world are we?**	 **What can we see in our classroom?**	 **What can we find in our school grounds? FIELDWORK -school grounds**	 **Where are the different places in our school?**	 **How do we feel about our playground?**	 **Can we make our playground even better?**	**Vocabulary**
Learning Objective	To locate the school on arial photographs	To create a map of the classroom.	To locate the key features of the playground	To draw a simple map.	To investigate how we feel about the playground. **(questionnaire)**	To create a design to improve the playground.	○ aerial photograph ○ aerial view ○ atlas ○ city ○ country ○ directional language ○ distance ○ features ○ globe ○ improve ○ key ○ land ○ locate ○ location ○ map ○ north ○ place ○ questionnaire ○ sea ○ survey ○ symbol ○ town ○ village
Locational Knowledge	○ To know the name of the country they live in ○ To know the name of the village they live in						
Place Knowledge							
Human and Physical Geography	○ Recognise some key features of the school in real life ○ Recognising some key features of the school in ariel photography						
Skills and fieldwork	○ To know that an ariel photograph is one taken from above ○ To know that a map is a picture of a place, usually drawn from above ○ Use some directional language to describe the location of objects in the classroom and playground and on a map ○ Drawing a freehand map of the school using simple pictures or symbols ○ Asking and answering simple questions about the features of the school and the school grounds ○ Using simple recording techniques to express feelings about a place and explaining why						
Cross Curricular Links	○ **DT** – What makes a strong structure? (designing and creating a model playground)						
Real Life	○ **Mary Spence** – British cartographer						

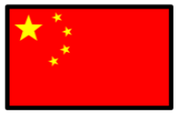
Knowledge and Skills - Geography

YEAR 1 – SPRING TERM

 **Geography** **What is the weather like in the UK?**	 **Where is the UK?**	 **What are the four seasons?**	 **What are compass directions?** **FIELDWORK -school grounds**	 **What is the weather like today?** **FIELDWORK - school grounds**	 **Is the weather the same everywhere in the UK?**	 **How do people prepare for the weather?**	**Vocabulary**
Learning Objective	To locate the four countries of the UK.	To identify seasonal changes in the UK.	To identify the four compass directions.	To investigate daily weather patterns.	To identify daily weather patterns in the UK.	To understand how the weather changes with the seasons	○ atlas ○ capital city ○ climate ○ compass ○ continent ○ country ○ direction ○ east ○ land ○ locate ○ location ○ map ○ north ○ rain gauge ○ season ○ south ○ temperature ○ thermometer ○ weather ○ weather vane ○ west
Locational Knowledge	○ To know that UK is short for United Kingdom ○ To know that the United Kingdom is made up of four countries and their names ○ To know that a country is a land with its own government ○ To locate the four countries of the UK on a map and locate the capital city of the country they live in						
Place Knowledge							
Human and Physical Geography	○ To know the four seasons of the UK ○ Describe how the weather changes with each season ○ To know that different parts of the UK often experience different weather ○ To know that weather conditions can be measured and recorded						
Skills and fieldwork	○ Use an atlas to locate the four countries of the UK ○ Beginning to use compass points to describe the location of features ○ To know that a compass is an instrument we can use to find which direction is north ○ Using simple picture maps and plans to move around the school						
Cross Curricular Links	○ **Science** – seasons						
Real Life	○ Weather presenters: - **Des Coleman** - **Becky Mantin**						

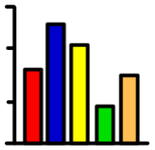
Knowledge and Skills - Geography

YEAR 1 – SUMMER TERM

 **Geography** **What is it like to live in Shanghai?** Kapow Primary	 **What can we see in Desford?** **FIELDWORK -walk around Desford**	 **Can we map our local area?**	 **Where is the world is China?**	 **What can you see in China?**	 **What is Shanghai like?**	 **How is Shanghai different from Desford?**	**Vocabulary**
Learning Objective	To recognise physical and human features	To draw a sketch map.	To name and locate some continents on a world map.	To identify physical and human features of a non-European country.	To describe what it is like in Shanghai.	To compare Shanghai to Desford.	○ continent ○ country ○ different ○ directional language e.g. near, far, next to, behind, etc. ○ key ○ human feature ○ map ○ physical feature ○ similar ○ symbol
Locational Knowledge	○ To know the name at least 2 continents (Europe and Asia) and locate the continent they live in ○ To know a continent is a group of countries ○ Locate the Atlantic and Pacific Ocean ○ To know an ocean is a large body of water						
Place Knowledge	○ To know that life somewhere else in the world is different to ours ○ To know some key similarities between their local area and a small area of a contrasting non-European country. ○ To know that life elsewhere in the world will have many similarities and differences to ours.						
Human and Physical Geography	○ Recognising some physical and human features in their locality ○ To know that physical features mean any feature of an area that is on the Earth naturally ○ To know that human features mean any feature that has been built by humans						
Skills and fieldwork	○ To be able to recognise local landmarks and basic human features in aerial photographs ○ To be able to ask questions about the world around them. ○ Drawing simple sketch maps ○ Adding labels to sketch maps ○ To know that symbols are often used on maps to represent features ○ To use an atlas to locate continents, countries and oceans						
Cross Curricular Links	○ **School ethos** – be kind to others						
Real Life	○ **Bruce Lee** – martial artist and actor from China ○ **Ng Mui** – female martial artist						

Knowledge and Skills - Geography

YEAR 2/3 – AUTUMN TERM

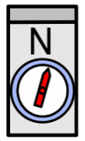
 **Geography** **Why is our world wonderful?** Kapow Primary	 **Where are the UK's amazing features and landmarks?**	 **Where are some of the world's most amazing places?**	 **Where are our oceans?**	 **What is amazing about our local area?**	 **Why are natural habitats special?** **FIELDWORK – forest area**	 **How can we look after natural habitats?**	**Vocabulary**
Learning Objective	To identify geographical characteristics of the UK.	To locate some of the world's most amazing places.	To know the name of the five oceans and locate them on a map.	To understand how to draw physical and human features on a sketch map	To investigate local habitats and record findings.	To understand how to present findings in a bar chart.	○ aerial photograph ○ capital city ○ continent ○ country ○ data collection ○ fieldwork ○ human feature ○ key ○ lake ○ land ○ landmark ○ locate ○ location ○ north ○ physical feature ○ ocean ○ OS map ○ river ○ sample ○ sea ○ scale ○ symbol ○ tally chart ○ vegetation
Locational Knowledge	○ Locating the world's five oceans on a world map ○ To know and locate the four capital cities of the UK on a map ○ Showing on a map where Desford is in relation to London ○ To confidently locate the seven continents						
Place Knowledge							
Human and Physical Geography	○ To know some key human and physical features of the UK ○ To identify and group physical and human features						
Skills and fieldwork	○ Use an atlas to locate the four capital cities of the UK ○ Use locational language and compass points to describe the location of features on a map ○ Use a world map, globe or atlas to locate the five oceans ○ Recognise landmarks (human features and physical features) of cities using ariel photos ○ Create a key when drawing a map ○ Draw a simple sketch map using symbols to represent human and physical features ○ Begin to draw objects to scale on a map ○ To know that a tally chart is a way of collecting data quickly ○ Presenting data in simple tally charts or bar charts commenting on what the data shows ○ Asking and answering simple questions about data						
Cross Curricular Links	○ **Maths** – tally charts and bar charts						
Real Life	○ **David Attenborough** – conservationist from Leicester						

Knowledge and Skills - Geography

YEAR 2/3 – SPRING TERM							
Geography **What is it like to live by the coast?** Kapow Primary	 **Where are the seas and oceans surrounding the UK?**	 **What is the coast?**	 **What are the features of the Jurassic Coast?**	 **How do people use Weymouth?**	 **Would you like to live by the coast?**		**Vocabulary** ○ arch ○ aquarium ○ bay ○ capital city ○ city ○ cliff ○ coast ○ coastline ○ country ○ island ○ harbour ○ human feature ○ location ○ locate ○ mudflat ○ ocean ○ physical feature ○ pier ○ sand dunes ○ sea ○ stack ○ tourist ○ town ○ village
Learning Objective	To locate seas and oceans surrounding the UK	To explain what the coast is.	To identify the physical features of the coast.	To identify the human features of the coast.	To explain why or why not children would like to live by the coast.		
Locational Knowledge	○ To know the four seas of the UK ○ Locating the surrounding seas and oceans of the UK. ○ To know that the sea is body of water that is smaller than an ocean.						
Place Knowledge							
Human and Physical Geography	○ To know some key human and physical features of the UK. ○ To describe the key human and physical features of a coastal town using subject specific vocabulary. ○ Describing and understanding differences between a village, town and city. ○ To know that coasts (and other physical features) change over time						
Skills and fieldwork	○ Recognising human and physical features on aerial photos. ○ To be able to classify the features they notice into human and physical ○ To use an atlas to locate countries and seas surrounding the UK ○ Asking and answering questions through discussion						
Cross Curricular Links	○ **Computing –** use of digital maps						
Real Life	○ **Alan Carr**- comedian from Weymouth						

Knowledge and Skills - Geography

YEAR 2/3 – SUMMER TERM

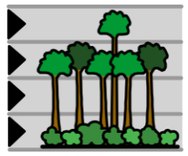
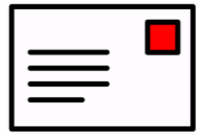
	 **Geography** **Who lives in Antarctica?** Kapow Primary	 **What is climate?**	 **Where is Antarctica?**	 **Who lives in Antarctica?**	 **Who was Shackleton?**	 **Can we plan an expedition around school?**	 **How did our expedition go?** **FIELDWORK -school grounds**	**Vocabulary**
Learning Objective		To understand the position and significance of lines of latitude.	To describe the location and physical features of Antarctica.	To describe the human features of Antarctica.	To use four-figure grid references to plot Shackleton's route to Antarctica.	To plan a simple route on a map using compass points.	To folow instructions using compass points and map a simple route.	○ climate ○ climate zone ○ compass point ○ direction ○ drifting ice ○ hemisphere ○ ice sheet ○ ice shelf ○ iceberg ○ lines of latitude ○ lines of longitude ○ treaty
Locational Knowledge	○ Finding lines of latitude and longitude on a globe and explaining why these are important ○ Identify the Northern and Southern hemispheres ○ Identify the position of the Tropic of Cancer and the Tropic of Capricorn ○ Identify the position of the Arctic and Antarctic Circle ○ To locate the world's climate zones (temperate, tropical, Mediterranean, arid and polar) ○ To know the patterns of daylight in the Antarctic region							
Place Knowledge	○ Explaining what measures humans have taken in order to adapt to survive in cold places							
Human and Physical Geography	○ To know the world's different climate zones ○ To know that climate zones are areas of the world with similar climates ○ Explain why regions have different human features - Antarctica usually linked to tourism and research ○ To know the physical features of Antarctica (e.g., ice sheet (glacier, ice shelf, drifting ice etc.)							
Skills and fieldwork	○ Using atlases, maps and globes to locate areas studied ○ Accurately using 4-figure grid references to locate features on a map in regions studies ○ To know the 8 points on a compass ○ Beginning to locate features using the 8 points of a compass ○ Making and using a simple route on a map around school							
Cross Curricular Links	○ **History** (Y1/2) – explorers							
Real Life	○ **Matthew Henson** – first man to reach the North Pole ○ **Felicity Aston** – British Antarctic explorer							

Knowledge and Skills - Geography

YEAR 4 – AUTUMN TERM

	 **Geography** **Why do people live near volcanos?** Kapow Primary	 **How is the earth constructed?**	 **Where are mountains found?**	 **Why and where do we get volcanos?**	 **What are the effects of a volcanic eruption?**	 **What are earthquakes and where do we get them?**	 **Where have the rocks around school come from? FIELDWORK -school grounds**	**Vocabulary**
Learning Objective		To name and describe the layers of the Earth.	To explain how and where mountains are formed.	To explain why volcanoes happen and where they occur.	To recognise the positive and negative effects of living near to a volcano.	To explain what earthquakes are and where they occur.	To observe and record the location of rocks and discuss findings	○ active volcano ○ climate change ○ composite volcano ○ crust ○ dormant volcano ○ earthquake ○ epicentre ○ extinct volcano ○ fault line ○ fault-block mountain ○ fertile soil ○ fold mountain ○ igneous rock ○ inner core ○ outer core ○ magma ○ magma chamber ○ mantle ○ metamorphic roc ○ natural disaster ○ plate boundary ○ pyroclastic flow ○ sedimentary rock ○ seismic waves ○ shield volcano ○ tectonic plate ○ tsunami ○ vent ○ volcanic mountai
Locational Knowledge	○ Naming and locating the world's most significant mountain ranges on a map and identifying patterns ○ Locating the world's volcanoes on a map and identifying the 'Ring of Fire' ○ To know that mountains, volcanoes and earthquakes usually occur at plate boundaries							
Place Knowledge	○ To know positive and negative effects of living near a volcano ○ To know negative effects an earthquake can have on a community ○ To know ways in which communities respond to an earthquake							
Human and Physical Geography	○ Describe how mountains are formed and why volcanoes and earthquakes occur ○ Describe where volcanoes and mountains are located globally ○ Describe and explain how volcanoes and earthquakes have an impact on the surrounding landscape and communities ○ To know the different types of mountains and volcanoes and how they are formed							
Skills and fieldwork	○ Using sampling techniques appropriately ○ Take photos and label/caption them and use them to present data ○ To use atlases to find areas on maps ○ To recognise world maps as flattened globes							
Cross Curricular Links	○ **Science** – rocks (Y3) ○ **History** – Romans - Pompeii							
Real Life	○ **Katia Krafft** – volcanologist							

Knowledge and Skills - Geography

YEAR 4 – SPRING TERM							
Geography **Why are rainforests important to us?** Kapow Primary	 **Where in the world are tropical rainforests?**	 **What is the Amazon rainforest like?**	 **Who lives in the rainforest?**	 **How are rainforests changing?**	 **What can we do?**		**Vocabulary** ○ biome ○ buttress roots ○ canopy layer ○ community ○ deforestation ○ drought ○ emergent layer ○ enquiry ○ Equator ○ forest floor ○ global warming ○ greenhouse gas ○ indigenous peoples ○ lianas ○ lines of latitude ○ Tropic of Capricorn ○ Tropic of Cancer ○ understorey layer
Learning Objective	To describe and give examples of a biome and find the location and some features of the Amazon rainforest	To describe the characteristics of each layer of a tropical rainforest.	To understand the lives of indigenous peoples living in the Amazon rainforest.	To describe why tropical rainforests are important and understand the threats to the Amazon.	To write a letter to the President of Brazil about the importance of the Amazon, the threats it faces and the actions we can take.		
Locational Knowledge	○ Confidently identify the position of the Tropic of Cancer, Tropic of Capricorn and the Equator ○ To know that the Tropic of Cancer and the Tropic of Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climate ○ Locating some countries in South America ○ To know the world's biomes ○ To know that biomes are areas of the world with similar climates, vegetation and animals ○ To know that vegetation belts are areas of the world which are home to similar plant species						
Place Knowledge	○ Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK						
Human and Physical Geography	○ Mapping and labelling the six biomes on a world map ○ Describe how humans can impact on the environment positively and negatively, using examples linked to the rainforest ○ Describe how humans can use water in a variety of ways (transport, fishing etc.) ○ To know the threats to the rainforest both on a local and global scale						
Skills and fieldwork	○ Suggesting different ways that a place could be changed or improved (linked to the rainforest) ○ Using atlases, maps globes and digital mapping to locate countries studied						
Cross Curricular Links	○ **English** – The Explorer by Katherine Rundell ○ **School ethos** – be kind to the environment						
Real Life	○ **Kayapo Tribe** – indigenous tribe in the Amazon rainforest ○ **Txai Suri** – indigenous Brazilian environment activist						

Knowledge and Skills - Geography

YEAR 4 – SUMMER TERM

 **Geography** **Where does our food come from?** Kapow Primary	 **How can our food choices impact the environment?**	 **What does it mean to trade responsibly?**	 **How do we get our chocolate?**	 **Where does our food come from?**	 **Are our school diners locally sourced?** **FIELDWORK – school grounds**	 **Is it better to buy local or imported food?**	**Vocabulary**
Learning Outcome	To explain the impact of food choices on the environment.	To understand the importance of trading responsibly	To describe the journey of a cocoa bean.	To map and calculate the distance food has travelled.	To design and use data collection methods to find where our food comes from	To discuss advantages and disadvantages of buying locally sources and imported foods.	○ air freight ○ carbon footprint ○ consume ○ distribution ○ export ○ fertiliser ○ food bank ○ food miles ○ grant ○ import ○ pesticides ○ produce ○ qualitative ○ quantitative ○ reliability ○ responsible trade ○ sample size ○ scale bar ○ seasonal food ○ source ○ sustainability ○ trade ○ trend
Locational Knowledge	○ To be able to find the Northern and Southern Hemisphere on a map and understand how it affects the seasons. ○ To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar)						
Place Knowledge	○ Discuss how climates have impacted on trade, land use and settlement. ○ To know the importance of resources and trade to a country's economy						
Human and Physical Geography	○ To know that climates can influence the foods able to grow. ○ Understand some of the causes of climate change ○ To know that the UK grows food locally and imports food from other countries						
Skills and fieldwork	○ Use atlases, maps and digital mapping to locate different countries. ○ Use a scale bar to estimate distances. ○ Know the difference between qualitive and quantitative data ○ Designing and using a questionnaire/interview to collect qualitative data.						
Cross Curricular Links	○ **DT** – food (Y5 seasonal veg) ○ **Science** – seasonality						
Real Life	○ **Cocoa farmers** – Fairtrade ○ **Tolmeia Gregory** – Artist and climate justice activist (designed gifs to support Fairtrade) https://www.fairtrade.org.uk/media-centre/blog/six-amazing-artists-campaigning-creatively/ ○ **Jocelyn Longdon** – founder of Climate in Colour https://www.fairtrade.org.uk/media-centre/blog/six-amazing-artists-campaigning-creatively/						

Knowledge and Skills - Geography

YEAR 5 – AUTUMN TERM

 **Geography** **Why do oceans matter?** Kapow Primary	 **How do we use our oceans?**	 **What is the Great Barrier Reef?**	 **Why are our oceans suffering?**	 **What can we do to help our oceans?**	 **How can we help?**		**Vocabulary**
Learning Outcome	To explain the importance of our oceans.	To locate and describe the significance of the Great Barrier Reef.	To explain the impact humans have on coral reefs and oceans.	To understand ways to keep our oceans healthy.	To create information videos to explain what can be donw to keep our oceans healthy.		○ atmosphere ○ biodegradable ○ buffer ○ coral bleaching ○ coral reef ○ decompose ○ digital map ○ disposable ○ ecology ○ ecosystem ○ erosion ○ geology ○ human footprint ○ marine ○ microplastics ○ natural disaster ○ ocean current ○ policy ○ renewable energy ○ single use plastic ○ species ○ water cycle
Locational Knowledge	○ To locate the environmental region (great barrier reef) on a map/globe. ○ Locate major cities that are close to ocean ○ Locate the worst polluted areas of oceans ○ To know the location of the Great Barrier Reef and the continent that it is in ○ Using maps identify and name the world's oceans.						
Place Knowledge	○ Explaining how and why humans have responded in different ways to their local environment (link to trade with the ocean) ○ Use maps to explore some global trading routes						
Human and Physical Geography	○ Understanding some of the impacts of climate change to the ocean ○ Describing and explaining how humans can impact the environment positively and negatively, using examples linked to the ocean ○ To know why the ocean is important. ○ Giving alternative viewpoints and solutions in regards to an environmental matter and explain how this links to climate change.						
Skills and fieldwork	○ Uses atlases, maps, globes and digital mapping to locate Australia and other countries studied ○ To present information clearly around a geographical issue						
Cross Curricular Links	○ **School ethos** – be kind to the environment						
Real Life	○ **Dr Sylvia Earle** – biologist, author, explorer and lecturer who has dedicated her life to speaking out about ocean conservation ○ **Peter Mumby** – Professor of coral reef ecology						

Knowledge and Skills - Geography

YEAR 5 – SPRING TERM

 **Geography** **Why does population change?** Kapow Primary	 **How is the global population changing?**	 **What are birth and death rates?**	 **Why do people migrate?**	 **How is climate change impacting the population?**	 **How is population impacting the environment? (Data collection) FIELDWORK – Local Area**	 **How is population impacting the environment? (Findings)**	**Vocabulary**
Learning Outcome	To understand the change and distribution of the global population.	To define birth and death rates and describe why they change.	To recognise the push and pull factors influencing migration.	To begin to understand the impact climate change can have on the global population.	To collect data showing how population impacts the amount of traffic and litter in an area.	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	○ digital technologies ○ fossil fuels ○ greenhouse gases ○ impact ○ improvements ○ involuntary ○ Likert scale ○ migrants ○ migration ○ natural increase ○ noise pollution ○ population ○ population density ○ population distribution ○ pull factors ○ push factors ○ qualitative ○ quantitative ○ refugee ○ region ○ sparsely populated ○ voluntary
Locational Knowledge	○ Understanding of how land use has changed over time. ○ To name the 12 geographic regions of the UK. ○ To name many cities and counties of the UK. ○ To know that London and South East regions have the largest population in the UK.						
Place Knowledge	○ Explaining how and why humans have responded in different ways to their local environment in two contrasting regions.						
Human and Physical Geography	○ To know that the global population had grown significantly since the 1950s and suggest reasons for this. ○ Describe the 'push and pull' factors that people may consider when migrating ○ Understand the distribution of natural resources ○ To know migration is the movement of people from one country to another.						
Skills and fieldwork	○ To use maps, atlases and digital mapping to locate countries studied. ○ Use thematic maps to recognise the population of a place ○ Using the scale bar on a map to calculate distances. ○ To know a line graph can represent variables over time ○ To be aware of some issues in the local area. ○ Preparing a route around the local area ○ Use graphs to present findings						
Cross Curricular Links	○ **History** - Y6 Windrush generation. ○ **History** – Y5 WW2 – Kindertransport (National Holocaust Centre) ○ **School ethos** – be kind to others						
Real Life	○ **Rita Ora** – came to the UK as a refugee from Kosovo as a baby ○ **Judith Kerr** – children's author and Jewish refugee ○ **Sir Mo Farah** – Olympic athlete and refugee from Somalia						

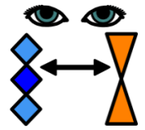
Knowledge and Skills - Geography

YEAR 5 – SUMMER TERM

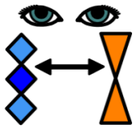
 **Geography** **Is Mexico a tourist destination?**	 **Where is Mexico?**	 **Is there only one climate in Mexico?**	 **Is the physical landscape the same across Mexico?**	 **Why is Mexico a popular tourist destination?**	 **What comes from Mexico?**	 **How are British and Mexico similar and different? (Culture and environmental)**	**Vocabulary**
Learning Outcome	To locate Mexico on a map and name oceans, countries that it borders, key cities and the continent	To know the climate zones in Mexico and how some land is used in these areas.	Tio know the key physical features of Mexico and how they link to the biomes.	To locate popular tourist destinations in Mexico and explore reasons for this.	To explore what is traded to and from Mexico and map trade routes.	To comapre Mexico with the UK.	○ Culture ○ Trade ○ North America ○ South America ○ Gulf of Mexico ○ Pacific Ocean ○ Borders ○ Desert ○ Tropical ○ Arid ○ Meditatanian ○ Temperate ○ Desert ○ Tundra ○ Temperate deciduous rainforest ○ Grass land ○ Savanna ○ Taiga ○ Woodland ○ Trade ○ Tourism ○ Day of the dead
Locational Knowledge	○ Locating countries in North and South America surrounding Mexico ○ Locating major cities in Mexico ○ Identify the environmental regions in Mexico ○ To know the location of key physical and human features across Mexico.						
Place Knowledge	○ Describing and understanding similarities and differences between two environmental regions studied. ○ Use maps to explore further trading routes between Mexico and other countries. ○ Explain how humans have responded to the local environment within Mexico (link to tourism) ○ Understand how climates impact on trade, land use and settlement						
Human and Physical Geography	○ Describing some key aspects of the biomes in Mexico. ○ Describe some of the key aspects of the climate zones in Mexico. ○ Describe some economic activity and trade links from Mexico.						
Skills and fieldwork	○ To accurately use 4 and 6 figure grid references to locate features on a map. ○ To confidently recall the eight points of a compass. ○ Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.						
Cross Curricular Links	○ **History** – Mayans						
Real Life	○ **Frida Khalo** – Mexican Artist ○ **Javier Hernández Balcázar** – Mexican footballer ○ **Vicente Fernández** – Mexican Mariachi singer						

Knowledge and Skills - Geography

YEAR 6 – AUTUMN TERM

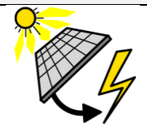
 **Geography** **What is life like in the Alps?** Kapow Primary	 **Where are the Alps?**	 **What is it like in the Alps?**	 **Why do people visit the Alps?**	 **What is there to do in our local area? FIELDWORK – Local Area**	 **How are the Alps different from our local area?**	 **What is life like in the Alps?**	**Vocabulary**
Learning Outcome	To locate the Alps on a map.	To locate the key physical and human characteristics of the Alps.	To describe the physical and human features of an Alpine region	To investigate what there is to do in the local area using data collection.	To understand similarities and differences between the local area and an Alpine area.	To understand the human and physical geography of the Alps.	○ atlas ○ climate ○ climate change ○ coniferous trees ○ deciduous tree ○ fold mountain ○ glacier ○ hemisphere ○ land height ○ latitude ○ leisure ○ longitude ○ method ○ mountain climate ○ mountain range ○ OS map ○ physical feature ○ population ○ sea level ○ recreational land use ○ temperate ○ temperate forest ○ tourism ○ tourist ○ vegetation
Locational Knowledge	○ Locating the eight countries in Europe where the Alps are located ○ Locating major cities in the eight countries studied						
Place Knowledge	○ Understanding how climate impacts on land use ○ To know why tourists visit mountain regions ○ To know some similarities and differences between the UK and a European mountain range						
Human and Physical Geography	○ Understanding some of the impacts of climate change to Alps ○ To know which biome and climate zone the alps is situated in ○ To recognise key physical and human features of the Alps ○ To describe some of the world's vegetation belts that are in the Alps						
Skills and fieldwork	○ Using atlases, maps, globes and digital mapping to locate countries and cities studies ○ Use a scale bar to calculate distances ○ Confidently using the key on an OS map to name and recognise key human and physical features in regions studies ○ Draw symbols to map recreational land use in the local area.						
Cross Curricular Links	○ **School ethos** – be kind to the environment						
Real Life	○ **Soft Life Ski** – an organisation working to address the lack of Real Life in skiing https://www.bbc.com/travel/article/20240301-can-skiing-solve-its-diversity-problem						

Knowledge and Skills - Geography

YEAR 6 – SPRING TERM							
Geography **Would you like to live in the desert?** Kapow Primary	 **What is a hot desert biome?**	 **Where are deserts located?**	 **What physical features are found in a desert?**	 **How can people use deserts?**	 **What are the threats to deserts?**	 **Would you like to live in the desert?**	**Vocabulary**
Learning Outcome	To summarise the characteristics of a desert biome.	To locate and explore features of deserts.	To describe the physical features of a desert environment.	To explain the different ways humans can use deserts.	To describe some of the threats facing deserts.	To explore the similarities and differences between two physical environments.	○ agriculture ○ airstrip ○ arid ○ barren ○ biome ○ climate ○ desertification ○ drought ○ flash flood ○ mesa ○ mining ○ mushroom rock ○ national park ○ natural arch ○ nature reserve ○ rainfall ○ ranching ○ renewable energy ○ salt flat ○ sand dune ○ sparse ○ time zone ○ tourist attractio ○ vegetation
Locational Knowledge	○ Locating some key physical features in countries studied on a map. ○ Using a map to locate the world's deserts. ○ Using maps examine the distribution of desert climate zones across the world. ○ To know that Prime/Greenwich Meridian is a line of longitude that determines the state of the world's time zones						
Place Knowledge	○ Explain how humans have used desert environments ○ Understand how climates impact on trade, land use and settlement in desert environments ○ Describe and explain similarities and differences between two environmental regions studied						
Human and Physical Geography	○ Recognise geographical issues affecting people in the deserts. ○ To know that natural resources can be used to make energy. ○ To know some negative impacts of humans on the environment. ○ To name and describe vegetation belts in the desert						
Skills and fieldwork	○ Use atlases, maps, globes and digital mapping to describe physical and human features in areas studied ○ Confidently use and understand maps at more than one scale. ○ Identifying analysing and asking questions about distributions and relationships between features on maps eg settlement distribution and deserts. ○ Use models and maps to talk about contours and slopes ○ To know that contours on a map show height and slope ○ To know a line graph can represent variables over time						
Cross Curricular Links	○ **English** – Holes						
Real Life	○ **Muhammad al-Idrisi** – one of the most famous cartographers to create an early map of the world. Wrote about the geography of the Sahara Desert						

Knowledge and Skills - Geography

YEAR 6 – SUMMER TERM

 **Geography** **Where does our energy come from?** Kapow Primary	 **Why is energy important?**	 **What is renewable energy?**	 **How does the United States generate energy?**	 **How does the UK generate energy?**	 **What is the best way to generate energy?**	 **Where is the best place for solar panels on the school grounds?** **FIELDWORK – school grounds**	**Vocabulary**
Learning Outcome	To know why energy sources are important	To understand the benefits and drawbacks of different energy sources	To understand how energy is generated in the US	To know how energy sources are distributed in an area	To explain reasons for choosing an energy source.	To collect and present data on where to position a solar panel on the school grounds.	○ biofuel ○ coal ○ consumption ○ contour line ○ crude oil ○ dam ○ emissions ○ energy source ○ hydropower ○ natural gas ○ non-renewable ○ nuclear power ○ Prime Meridian ○ producer ○ regenerate ○ renewable ○ replenish ○ sea level ○ solar power ○ time zone ○ urban planner ○ windpower ○ six-figure grid reference
Locational Knowledge	○ Identifying key physical and human characteristics of the geographical regions in the UK and the USA ○ Explaining how land use has changed over time using examples.						
Place Knowledge	○ Using maps to explore wider global trading routes.						
Human and Physical Geography	○ Understanding some of the impacts and causes of climate change. ○ Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change ○ Understanding the distribution of natural resources both globally and within a specific region or country studied. ○ Describing and explaining how humans can impact the environment both positively and negatively, using examples						
Skills and fieldwork	○ Confidently using and understanding maps at more than one scale. ○ Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). ○ Confidently using the eight points on a compass ○ Making sketch maps of areas studied including labels and keys where necessary. ○ Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. ○ Designing and conducting interviews/questionnaires to collect qualitative data. ○ Drawing conclusions about an enquiry using findings from fieldwork to support reasonings.						
Cross Curricular Links	○ **Science** – Energy						
Real Life	○ **Greta Thunberg** – Climate change activist ○ **William Kamkwamba** – Sustainable energy activist and inventor from Malawi						

Knowledge and Skills - Geography