

ASB Geography Progression

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| <p>Aims</p> | <ul style="list-style-type: none"> ● 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 ● 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 ● are competent in the geographical skills needed to: <ul style="list-style-type: none"> ○ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ○ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ○ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. |
| <p>Early Years Foundation Stage</p> | |
| <p>Development Matters</p> | <p>EYFS Statutory Framework</p> |
| <p>Nursery 3-4 years</p> | <p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> |
| <ul style="list-style-type: none"> ● Continue developing positive attitudes about the differences between people. ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| <p>Reception 4-5</p> | |
| <ul style="list-style-type: none"> ● Draw information from a simple map. ● Recognise some similarities and differences between life in this country and life in other countries. ● Recognise some environments that are different to the one in which they live. | |
| <p>Early Learning Goal</p> | |
| <p>People Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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. | |

KS1 GEOGRAPHY NATIONAL CURRICULUM LINKS

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| | KS1 GEOGRAPHY NATIONAL CURRICULUM LINKS |
| Locational knowledge | <p>a: name and locate the world's seven continents and five oceans</p> <p>b: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> |
| Place knowledge | <p>c: 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> |
| Human and physical geography | <p>d: 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</p> <p>e: use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • 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 field work | <p>f: 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</p> <p>g: 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</p> <p>h: 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>i: 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.</p> |

KS2 GEOGRAPHY NATIONAL CURRICULUM LINKS

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| Locational knowledge | <p>a: 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>b: 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>c: 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> |
| Place knowledge | <p>d: 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</p> |
| Human and physical geography | <p>e: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>f: 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</p> |
| Geographical skills and fieldwork | <p>g: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>h: 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</p> <p>i: 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> |

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| NURSERY | <p>Food and Cooking We do not all like to eat the same foods. Some people cannot eat some foods as it will make them unwell. Some foods are different in different countries. Fruit from around the world. Breads from around the world.</p> <p>Autumn visit to the park</p> <p>Texts: The little red hen, Handa's surprise, pumpkin soup.</p> | <p>Weather There are four seasons of spring, summer, autumn and winter. Weather changes and we will need to change our clothing to the correct weather to stay happy and healthy. Sun safety. How can we find out about what the weather will be like? – weather reporters.</p> <p>Texts: Mrs Mopple's washing day, The biggest muddy puddle in the world, When the wind blew.</p> | <p>Holidays How do we get to different countries? Travel to other countries is usually done by aeroplane and sometimes by boat or train. Focus on Spain? Where is Spain and how would I get there? What do people eat in Spain? What landmarks can I see in Spain? What do Spanish people wear? Talking in Spanish.</p> <p>Text – Maisy Mouse goes on Holiday, Penguin's holiday</p> |
| Key Vocabulary | <p>Delicious. Allergic.</p> <p>Park visit – hills, grassy areas, playground, cafe</p> | <p>Weather. Reporter. Seasons. cloud, storm, fog, snow, frost</p> | <p>Spain. Spanish. Country. England. Passport.</p> |
| Locational knowledge | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> |
| Place knowledge | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>use key vocabulary as noted above to demonstrate knowledge and understanding in this strand</p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>use key vocabulary as noted above to demonstrate knowledge and understanding in this strand</p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>use key vocabulary as noted above to demonstrate knowledge and understanding in this strand</p> <p>compare a local city/town in the UK with a contrasting city/town in a different country;</p> |
| Human and physical geography | <p>Continue developing positive attitudes about the differences between people.</p> <p>To notice the difference between physical (hills, grassy areas) and human (café, playground) geography</p> | <p>identify seasonal and daily weather patterns in the United Kingdom and develop an awareness that other locations and countries have warmer or colder climates.</p> | <p>Continue developing positive attitudes about the differences between people.</p> |
| Geographical skills and field work | <p>use world maps, atlases and globes to identify the countries</p> <p>Experiences making fruit salad, baking bread and making pumpkin soup.</p> | <p>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods</p> <p>Experiences measuring and recording the weather.</p> | <p>use world maps, atlases and globes to identify the countries</p> |

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| | | | Experiences putting up tents, a view inside a campervan, receiving and sending postcards, a week focus on 'travelling to and experiencing Spain' |
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| RECEPTION | <p>Happy Healthy me Where do we live? Bedworth, England Look at map of Bedworth and point out features- school, park, Tesco.</p> <p>Christmas How is Christmas celebrated here and in other countries? Do all countries celebrate Christmas?</p> | <p>Fantasy and Adventure (space & dinosaurs) What are the similarities and differences between living on the space station and Bedworth? What environments did dinosaurs live in? Did it look like Bedworth? What is a Volcano?</p> <p>Fantasy and Adventure (traditional tales) Where did the Gingerbread man go? Map Postcards from other countries the Gingerbread man has visited.</p> | <p>Growing & minibeasts Do all minibeasts like the same habitats? Minibeast homes- log pile, underground, woodland, flowers</p> <p>Sea Adventures. How do Pirates know where to find their treasure? Pirate maps What is a map? Look at arial satellite map of Bedworth- All Saints school, roads, house roofs, park</p> |
| Key Vocabulary | <p>Map, town, country, road.</p> <p>Bedworth, England</p> <p>Bethlehem</p> | <p>Space, planet, sun, Earth</p> <p>Volcano, forest, swamp</p> <p>Travel, postcard, beach, city</p> | <p>Habitat, woodland,</p> <p>Map, sea, ocean, island,</p> <p>town, road.</p> |
| Locational knowledge | use key vocabulary to demonstrate knowledge and understanding in this strand | use key vocabulary to demonstrate knowledge and understanding in this strand | use key vocabulary to demonstrate knowledge and understanding in this strand |
| Place knowledge | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos | To know that maps can show where different places are |
| Human and physical geography | use basic geographical vocabulary to refer to key human features, including: town, school, shop | use basic geographical vocabulary to refer to key human features, including: town, house, city use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, beach | use basic geographical vocabulary to refer to key human features, including: town, house, use basic geographical vocabulary to refer to key physical features, including: sea, ocean |
| Geographical skills and field work | | use world maps, atlases and globes to identify some countries | use simple directions and locational and directional language to describe the location of features and routes on a map; |

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| Year 1 | <p>Our Country</p> <ul style="list-style-type: none"> - 'Town' vs 'countryside - 4 countries and capital cities of the UK - Understand journey line / aerial views - What is London like? - How is Brasilia different from London? (compare capital cities) <p><u>Knowledge organiser</u></p> | <p>Wonderful weather</p> <ul style="list-style-type: none"> - What is weather? - How does weather affect us? - Forecasting the weather - Weather dangers - Hot and cold weather - Our frozen planet <p><u>Knowledge organiser</u></p> | <p>Seas and coasts (Beside the Seaside)</p> <ul style="list-style-type: none"> - Where are our seaside's? - Features of the seaside - Seaside' past and present - Exploring St Ives - Identifying the islands of the British Isles <p><u>Knowledge organiser</u></p> |
| Key Vocabulary | Town, countryside, pro, con, country, UK, island, capital city, landmark, population | Seasons, observations, record, temperature, thermometer, UK, affects, waterproof, forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate | Local area, national, resort, tourist, feature, physical feature, human feature, pier, promenade, UK, Victorian, sea bathing, attractions, bay, harbour, climate |
| Locational knowledge | <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: e.g. United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, South America</p> | | <p>use key vocabulary to demonstrate knowledge and understanding in this strand: e.g. United Kingdom, England, Scotland, Wales, Northern Ireland, sea, beach,</p> |
| Place knowledge | <p>compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand e.g. South America, London, Brasilia, compare, capital city, country, population, weather, similarities, differences</p> | | <p>use key vocabulary to demonstrate knowledge and understanding in this strand e.g. South America, London, Brasilia, compare, capital city, country, population, weather, similarities, differences</p> |
| Human and physical geography | <p>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;</p> | <p>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;</p> <p>use basic geographical vocabulary to refer to key physical</p> | <p>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;</p> <p>use basic geographical vocabulary to refer to key physical</p> |

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| | use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
| Geographical skills and field work | use world maps, atlases and globes to identify the countries, continents and oceans studied at this keystone; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods use key vocabulary to demonstrate knowledge and understanding in this strand e.g : plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, changes, | use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods use key vocabulary to demonstrate knowledge and understanding in this strand e.g: observe, aerial view, the UK, changes, world map, country, continent, human, physical. | use world maps, atlases and globes to identify the countries, continents and oceans studied at this keystone; use simple compass directions and locational and directional to describe the location of features and routes on a map; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, changes, country, continent, human, physical. |

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| Year 2 | Magical mapping <ul style="list-style-type: none"> - Draw a simple sketch map (school) - Use compass directions to move around a map - Plan a route in the local area - Use an atlas to find places in the UK - Use an atlas to find places around the world - Aerial views – school and local area - Name and locate 5 main oceans <u>Knowledge organiser</u> | What a wonderful world <ul style="list-style-type: none"> - Continents and oceans of the world - Understand features of continents of the world - Journey line / how journeys around the world can be made - Location of hot and cold countries / climates - Key features of Europe (continent where we live) - Aerial views to recognise human and physical features <u>Knowledge organiser</u> | Let's go on safari (Kenya) <ul style="list-style-type: none"> - Where is Kenya? - Devise a simple map - What is life like in Kenya? - What is a national park? - Use compass directions - Animals which live in Kenya - Maasai culture - Compare my life to a child's life in Kenya <u>Knowledge organiser</u> |
| Key Vocabulary | Sketch map, key, compass rose, map symbol, Ordnance survey, route, compass, climate, atlas, continent, ocean physical feature, aerial view, human feature | Continent, ocean, population, landmark, Australasia, desert, rainforest, compass, climate, equator, tropical, temperature, capital city, currency, cuisine, aerial | Endangered, game reserve, habitat, migration, national park. Rural savannah, tourists, |

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| Locational knowledge | a name and locate the world's seven continents and five oceans; use key vocabulary to demonstrate knowledge and understanding in this strand e.g: United Kingdom, world map, continent, ocean, | a name and locate the world's seven continents and five oceans; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica | a name and locate the world's seven continents and five oceans; use key vocabulary to demonstrate knowledge and understanding in this strand e.g: continent, ocean, Africa, |
| Place knowledge | | | a compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand e.g. compare, capital city, country, population, weather, similarities, differences, culture, Africa, Kenya, Nairobi, river, desert, |
| Human and physical geography | use basic geographical vocabulary to refer to key physical features, including: sea, ocean | 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 key physical features, including: sea, ocean, season and weather; | use basic geographical vocabulary to refer to key physical features, including: sea, ocean, river, vegetation, season and weather; |
| Geographical skills and field work | use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods use key vocabulary to demonstrate knowledge and understanding in this strand: observe, aerial view, key, map, symbols, direction, position, route, journey, world map, country, continent, human, physical | use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage devise a simple map; and use and construct basic symbols in a key; use key vocabulary to demonstrate knowledge and understanding in this strand: observe, aerial view, key, map, symbols, direction, position, route, journey, world map, country, continent, human, physical | use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, key, map, symbols, direction, position, route, journey, changes, country, continent, human, physical. |

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| Year 3 | Extreme Earth <ul style="list-style-type: none"> - <i>What's under the Earth's surface</i> - <i>Volcanoes</i> - <i>How volcanoes affect people's lives</i> - <i>Earthquakes and how they're measured</i> - <i>Tsunamis and how they affect people</i> - <i>Tornadoes and their effects</i> Knowledge organiser | The UK <ul style="list-style-type: none"> - <i>Countries and cities of the UK</i> - <i>Name and locate main rivers and seas of the UK</i> - <i>Use a map to locate some of the countries of the UK</i> - <i>Hills and mountains of the UK</i> - <i>How London has changed over time</i> | Rainforests <ul style="list-style-type: none"> - <i>Where are the rainforests</i> - <i>The rainforest climate</i> - <i>Layers of the rainforest</i> - <i>Life in the rainforest – animals and plants</i> - <i>The Amazon Rainforest vs Sherwood Forest</i> - <i>Protecting the rainforests / impact humans are having</i> |

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| | | <ul style="list-style-type: none"> - Importance of Prime Meridian to London's history - How has the UK changed over time? <p><u>Knowledge organiser</u></p> | <u>Knowledge organiser</u> |
| Key Vocabulary | Cumulonimbus cloud, erupt, fossils, magma, tectonic plates, humus, topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, volcano, tsunamis, tornado, earthquake | County, prime meridian, immigration, UK, Great Britain, landmark, millennium, | Climate, deforestation, equator, humid, native tribes, weather, species, tropic of Cancer, tropic of Capricorn, emergent layer, canopy layer, understory layer, forest floor, impact |
| Locational knowledge | | <p>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate,</p> | <p>a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</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</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: physical features, human features, climate, tropics, tropical, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> |
| Place knowledge | | | <p>understand geographical similarities and differences through the study of human and physical geography of a region of South America</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, physical features, human features,</p> |
| Human and physical geography | <p>physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunamis, tornado, climate</p> | | <p>physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>human geography, including: types of settlement and land use;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: climate, tropics, pollution, settlement, settler, site, need, shelter, food</p> |
| Geographical skills and field work | | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; |

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| Year 4 | <p>All around the World</p> <ul style="list-style-type: none"> - Equator, Northern and Southern Hemisphere - Latitude and longitude - Polar regions - Compare climate of the tropics with the UK climate - Position and significance of Prime Meridian - Position and significance of time zones <p><u>Knowledge organiser</u></p> | <p>Water</p> <ul style="list-style-type: none"> - The water cycle – solid, liquid, gas - Key aspects of the water cycle - Making clouds and rain - How and why drinking water is cleaned - Cause and effects of flooding <p><u>Knowledge organiser</u></p> | <p>What's it like in Sheffield?</p> <ul style="list-style-type: none"> - Where is Sheffield - Compare land use in Sheffield with that of Bedworth - Compare human geography of Sheffield with that of Bedworth - Create a travel guide for a trip to Sheffield - Compare physical and human features of Sheffield with those of Bedworth <p><u>Knowledge organiser</u></p> |
| Key Vocabulary | <p>Co-ordinates, hemisphere, observatory, polar, precipitation, latitude, longitude, time zone, GMT, pole, tropics, tropical, equator,</p> | <p>Dam, fertiliser, particles, pesticides, pollution, reservoir, water vapour, evaporation, condensation, melting, freezing, precipitation, groundwater, runoff, fluvial, pluvial, coastal, plumbing</p> | <p>Botanical gardens, heritage, industrial, leisure, national park, retail, steel, green space, Peak District</p> |
| 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, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: physical features, human features, climate, tropics, tropical, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> | | <p>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate,</p> |
| Place knowledge | | | <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural</p> |

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| Human and physical geography | | physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; Use key vocabulary to demonstrate knowledge and understanding in this strand: evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, | |
| Geographical skills and field work | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. | | |
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| Year 5 | Enough for Everyone (energy and the environment) <ul style="list-style-type: none"> - Types of settlement and land use, economic activity, distribution of natural resources - Where does our power come from? - Renewable sources of electricity - Where our food comes from - Use digital maps to create food miles - How access to natural resources varies in different countries <u>Knowledge organiser</u> | Marvellous maps <ul style="list-style-type: none"> - Using Atlases – countries, cities. Find info using index and co-ordinates - Use a key to describe features on an Ordnance Survey map - Use eight compass points to describe routes - Use 4 or 6 figure grid references to locate places - Plan a journey using 8 compass points and 4 or 6 figure grid references <u>Knowledge organiser</u> | Exploring Eastern Europe <ul style="list-style-type: none"> - Identify the countries of Europe - Identify capital cities - Compare features of eastern European landscapes with my own area - Compare climate of eastern European regions with my own area - Compare human geography of eastern European regions with my own area - Present information about one area of Eastern Europe - What happened in Chernobyl (nuclear disaster)? <u>Knowledge organiser</u> |
| Key Vocabulary | Conserve, consume, fertile land, food miles, import, non-renewable, energy, produced, renewable, solar, wind power, hydro power, turbine, coal, nuclear, recycle | Atlas, compass, digital map, easting, grid references, National Grid, northing, Ordnance Survey maps, symbols, | Agriculture, arable, climate, continent, country, human geography, landscapes, physical geography, population, precipitation, weather, |
| Locational knowledge | name and locate counties and cities of the United Kingdom, identifying physical characteristics including mountains, river, land use patterns; showing change over time | use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, | use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, continent, country, city |

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| Place knowledge | | | <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p> |
| Human and physical geography | <p>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</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint,</p> | | <p>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</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster,</p> |
| Geographical skills and field work | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</p> | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</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 and the wider world;</p> <p>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph</p> | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</p> |

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| Year 6 | <p>Trade and economics</p> <ul style="list-style-type: none"> - Explain the UK's trade links with other countries - Use maps to show the UK's trade links - Explain trade links between El Salvador and the UK | <p>Raging rivers</p> <ul style="list-style-type: none"> - I can explain the water cycle - Locate rivers of the UK - Locate rivers of the world - Describe features of a river system | <p>Amazing Americas</p> <ul style="list-style-type: none"> - Identify countries of North and South America - Identify capital cities - Use geographical terminology to describe the location and characteristics of a range of places across the Americas |

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| | <ul style="list-style-type: none"> - Explain the importance of fair trade - Explain the global supply chain - Explain how trading has changed through history <p><u>Knowledge organiser</u></p> | <ul style="list-style-type: none"> - Describe ways rivers are used - Explain impact of damming rivers <p><u>Knowledge organiser</u></p> | <ul style="list-style-type: none"> - Describe climates and biomes of different regions of the Americas - Identify physical and human geography of my local area - Identify similarities and differences in the human and physical geography of my local area and a region of North America - Names and locations of the ancient and new wonders of the World - Characteristics and significance of a natural wonder of the Americas <p><u>Knowledge organiser</u></p> |
| Key Vocabulary | Trade, import, export, goods, global, fair trade, globalisation, global supply chain, multinational, economy | Channel, dam, deposition, deposit, discharge, erosion, mouth, source, tidal bore, tributaries, valley, hydroelectric | Biomes. Climate, continent, country, equator, flora, fauna, latitude, longitude, weather, physical, human |
| Locational knowledge | <p>use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude,</p> | <p>name and locate counties and cities of the United Kingdom, identifying physical characteristics including mountains, river, land use patterns; showing change over time</p> | <p>use maps to locate the world's countries with a focus on Eastern Europe 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, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key</p> |
| Place knowledge | <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> | <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, physical features, climate, human geography,</p> | <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, physical features, climate, human geography,</p> |

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| Human and physical geography | <p>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</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: resources, services, goods, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint,</p> | <p>physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>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</p> | <p>physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>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</p> |
| Geographical skills and field work | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</p> <p>use fieldwork to observe, measure, record and present human features 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;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol</p> |