St Helen's Geography Progression Map

Substantive Knowledge- The established facts that we want children to know and remember.

Our Geography curriculum is organised into the following 3 main sections through which knowledge and linked skills are developed.

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**

Disciplinary Knowledge- The methods that we want the children to use to find out the facts- thinking and acting like a geographer.

Children will work like a geographer by using maps, atlases, globes, aerial photos and plans. They will use fieldwork and observation skills to measure, record, present, sketch their own plans, maps and graphs and use digital technologies.

Our geography curriculum has the following disciplinary knowledge section.

- **Geographical skills and fieldwork**

Key Stage 1- Years 1 and 2

Locational knowledge

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

Place knowledge

* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and 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: -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

*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
* 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
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
*use simple 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.

Key Stage 2- Years 3-6

Locational knowledge

* 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
* 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
* 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

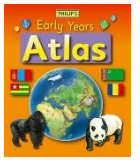
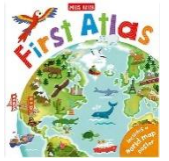
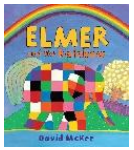
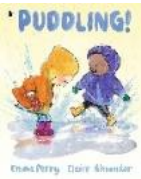
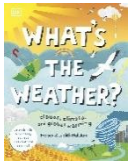
* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

* describe and understand key aspects of:
-physical geography, including: climate zones, biomes and vegetation belts, 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

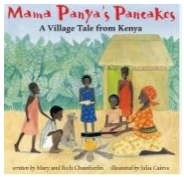
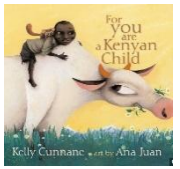
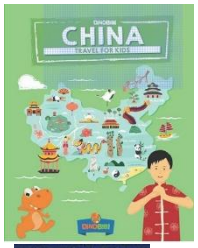
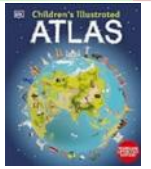
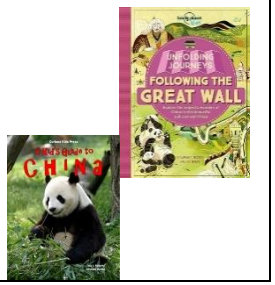
Geographical skills and fieldwork

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

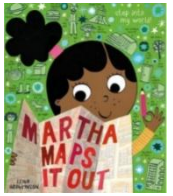
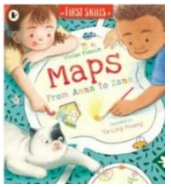
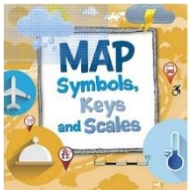
Reception				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts/ hook book**
Exploring maps	To know that a map is a picture of a place To know that water is usually represented by blue on a map or globe To describe the different bodies of water- sea, ocean, river, stream, lake, pond To use vocabulary to describe directions- near, far, next to, close, behind	• Identifying land and water on a map or globe. • Recognising features on maps (real or imaginary). • Create real or imaginary maps • Use directional vocabulary when describing features in the surrounding environment. • Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Discuss how environments in stories and images are different to the environment they live in. • Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Ask questions about the world around them. • Comment on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. • Represent some of the features they notice in their school and school grounds.	above, aerial bird's eye view, building, car park, direction, feature, field, find, house, identify, journey, lake, look, map, park, path, photograph, pirate, river, road, route, search, town, treasure village	 
Outdoor adventures	To name natural objects (e.g. leaf, flower, twig, bark, feather, seed, etc.) To use sense words to describe natural objects (e.g. smell, touch, feel, sound, look, colour, soft, hard, spiky, tickly, rough, etc.) Name the 4 seasons and some types of weather linked to them.	• Identify signs of the season from a local walk • Identify and collect natural resources for the season • Complete observational drawings/ paintings • Describe their painting to an adult • Collect rainwater in different places- note the differences • Measure the depth of puddles using a stick • Use senses to explore and describe snow after snowfall • Explore shadows- watch them move during the day • Make marks outside with water and watch the sun make them evaporate • Explore ribbons and bubble movement in the wind • Identify sounds heard whilst outside (natural and man made) • Identify smells and tastes from natural objects- grow and care for plants • Sort, count, weigh, explore and categorise natural objects. • Use descriptive language • Make patterns • Make bug hotels • Dress a teddy for the season and weather	acorn, autumn, bark, bent, big, bright, colour, dark, dry, feather, feel, flower, freezing, frosty, gentle, hard, hot, leaf, long, look, loud, notice, observe, rain, rough, see, seed, short, snow, soft, small, smell, sound, sour, spiky, spring, straight, summer, sun, sunny, sweet, tickly, touch, twig, wet	  
Around the world	Name their school and its village and the town/ village where they live. Name some local features of the local village/ where they live	• Identify whether a photo of a place is likely from 'home or away'- sorting • Identify features of Hollins Green from a village walk	beach, blizzard, building, bus stop, cactus, camel, church, city, cottage, countryside, desert, explorer, farm, field,	

	Describe the contrasting localities of a city and the countryside. Describe a contrasting locality to where they live and somewhere else in the UK/ abroad- somewhere else in the world. Describe what it is like to live in a desert like the Sahara Desert. Describe what it is like to live in a polar region like Antarctica.	• Create a model of a contrasting locality • Talk about likes and dislikes of places • Create a city and country collage • Decide what they would need to pack on a trip to a different landscape in the world. • Dress up in clothes worn in the desert and Antarctica/ role play life there • Write postcards from places	flats, forest, hill, ice, lamp post, land, map, mountain, palm tree, playground, polar, pond, post box, postcard, rainforest, river, roundabout, sand dune, scientists, snow, storm, tractor, travel, village, waterfall, weather	

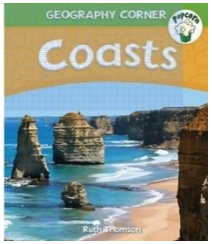
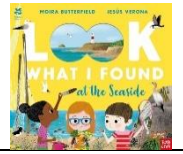
Key stage 1 Cycle A				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
What is the weather like in the UK?	To know that the UK stands for United Kingdom. To name and locate the 4 countries of the UK on a UK map. To locate the country they live in and it's capital city. To locate the capital cities of each country in the UK. To name the 4 seasons in order, the current season and describe changes across the seasons, including different types of weather. To know that the weather is not the same everywhere in the UK. To know the four compass directions are north, east, south and west and know that the arrow on a compass always points north. To know that Compasses are found on maps and help describe the location of features, landmarks and routes To know that our planet rotates on its axis every 24 hours, the sun rises in the east and sets in the west. This means that shadows move.	• Use an atlas to find the 4 countries of the UK on a map and their capital cities. • Give reasons for which season we are in from evidence collected on a season walk. • Describe the location of features using simple compass directions. • Describe different types of weather. • Use compass directions to describe the weather in different locations. • Set up different instruments for measuring weather such as a thermometer, rain gauge, ruler for measuring puddles and a weather vane (or wind streamer). • Observe and record weather across the day • Observe the changes in shadows across a day. • Use different adjectives to describe the same types of weather e.g. drizzle, rain, shower, downpour. • Keep a weather diary	atlas, capital city, climate, compass, continent, country, direction, east, land, locate, location, map, north, rain gauge, season, south, temperature, thermometer, weather, weather vane west	
Would you prefer to live in a hot or cold place?	To know that a continent is a large mass of land and that we live in the continent of Europe. Name and locate the 7 continents on a world map-Asia, Africa, North America, South America, Antarctica, Europe and Oceania. Locate the North and South Poles and know they are the coldest places on earth. To locate the Equator on a world map and know the Equator is an imaginary line around the middle of the Earth. Name and locate some countries with hot and cold features on a world map.	• To use Google Earth/ world maps to find the North and South Pole. • To use a contents page in an atlas. • To describe what it would be like to live at the Poles. • To use an atlas to find a world map page and locate the equator. • To research animals living at the Poles. • To use maps to identify which continents the Equator runs through (South America, Africa and Asia.)	arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban vegetation, weather	

	To know that Human features are the characteristics of a place which are created by humans (e.g. roads, buildings). To know that Physical features are the characteristics of a place that occur naturally (e.g. lakes, mountains). I know that 'weather' means short-term conditions and 'climate' means long-term conditions. To locate Kenya on a world map and know that it is in the continent of Africa. To Know some similarities and differences between the UK and Kenya.	• To use maps to find which countries are on or near the Equator? (13 countries including Brazil, Kenya and Uganda.) • Locate Kenya on a world map and find which continent it is in. • Describe some human and physical features of the region. • Describe some key similarities and differences between the UK and Kenya. • Use photographs to identify human and physical features of a place. • Say where they would prefer to live and give reasons- Kenya or England? A hot or a cold place? Famous explorer- Steve Backshall- wildlife explorer who has travelled all over the world.		  
What is it like to live in Shanghai?	To name human and physical features in their own environment and explain how they know which they are. To know that China is in the continent of Asia and locate these on a map. To name physical features of China (Mountains, river, desert, beach.) To name human features of China (city, towns, villages, shops, farms and the Great Wall of China.) To know that Shanghai is a city in China. To know how Shanghai is different to where they live. (tropical weather – it is warm most of the year but also gets a lot of rain. on coast, large river, skyscrapers, heavy traffic, millions live there, travel around on metro, boats, car, buses)	• Give examples of human and physical features. • Identify features they see on a walk. • Explain the location of features using some directional language. • Use an aerial photograph to locate physical and human features. • Draw simple pictures or symbols on a sketch map. • Draw compass points. • Use an atlas to locate the UK and China on a world map. • Use an atlas to locate Europe and Asia on a world map. • Identify China's physical and human geography from photographs and maps. • Sort physical and human features using photographs. • Identify physical and human features in images of Shanghai. • Compare Shanghai to their locality.	Asia, China, city, continent, country, different directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, Shanghai, similar, symbol, Great Wall of China	  

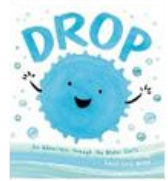
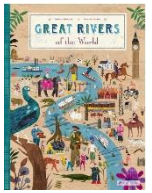
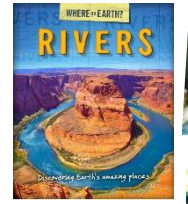
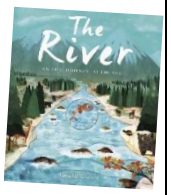
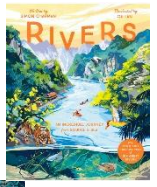
		• Identify similarities and differences between human and physical features.		

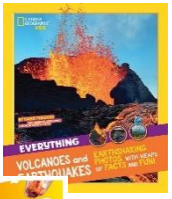
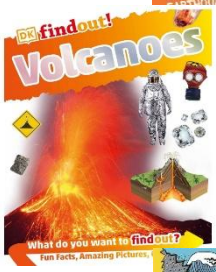
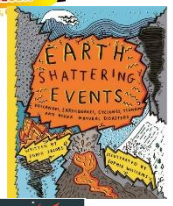
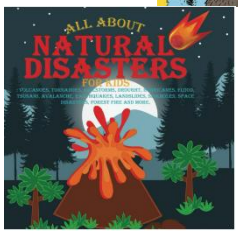
Key stage 1 Cycle B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
What is it like here?	To know the difference between a map, globe and aerial photograph. (A globe is a three-dimensional sphere whilst a map is two-dimensional. An aerial photograph taken from above the subject- a bird's eye view.) Explain how aerial photographs may be useful (pilots, police helicopters, search and rescue, etc.) To recall features of the school grounds. To know that symbols may be used on a map of the school to represent these and understand that they make the map easier to read and less cluttered To use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location.	• Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. • Recognise four features in the school grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. • Draw a design to improve three areas of the playground using the results from the survey.	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	  
Why is our world wonderful?	To locate the four capital cities of the UK on a map of the UK. To identify characteristics of the four countries and capital cities of the UK. To name human and physical features in each country of the UK.	• Identify and locate characteristics of the UK on a map. • Identify human and physical features. • Locate human and physical features on a world map.	aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north,	

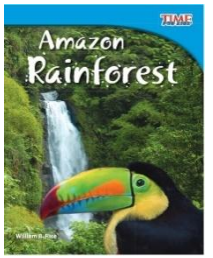
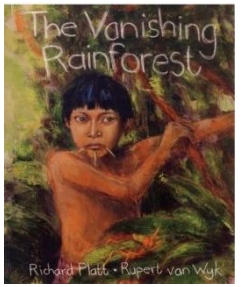
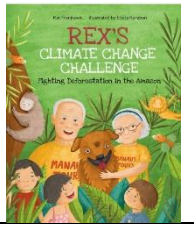
	To name the 7 continents of the world. To know which continent is the largest? (Asia) To know which continent is the smallest? (Oceania) To know which continent is the furthest from the UK? (Oceana) To know the names of the five oceans and locate them on a map. (Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean.) To know which ocean is the largest? (Pacific Ocean.) To know which ocean is the smallest? (Arctic Ocean.) To know which ocean is the closest to the UK? (Atlantic Ocean.) To know which ocean is located the furthest south? (Southern Ocean.) To know which ocean is located the furthest north? (Arctic Ocean.) To know the difference between an ocean and a sea- (oceans are large areas of salt water whereas seas are smaller areas of salt water that are located beside land.) To name some amazing physical/ natural features in the world- (plants, land, ocean, mountains, volcanoes, forest, trees, flowers, insects, birds, waterfalls, clouds or jungle.) To know why it is important to look after natural habitats- (e.g. so animals and plants can survive as habitats provide water, air, food, shelter or space and sunlight).	• Explain the difference between oceans and seas. • use locational language and the compass points (N, S, E, W) to describe the location of features on a map. • Name and locate the five oceans on a world map. • Use an aerial photograph to draw a simple sketch map. • Use symbols to represent human and physical features. • Begin to draw objects to scale. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart. Famous explorer- Christopher Columbus- Credited for discovering America	physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally chart, vegetation	
What is it like at the coast?	Name and locate the seas and oceans surrounding the UK (Atlantic Ocean, North Sea, English Channel, the Irish Sea)on a map and in an atlas. To define the coast as a piece of land along the sea or ocean. To locate some coasts in the UK- (Orkney Islands, Scotland; Flamborough Head, England; Pembrokeshire, Wales; Giant's Causeway, Northern Ireland; Jurassic Coast, England.) To identify some features of a coast- sea,	• Label the seas surrounding the UK on a map. • Describe the location of the seas and oceans surrounding the UK using compass points. • Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions.	arch, aquarium bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat ocean, physical feature, pictogram, pier, sand dunes	

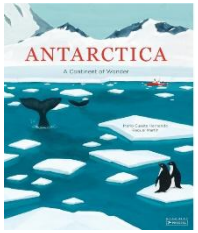
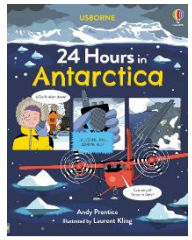
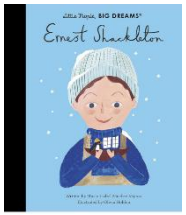
	cliffs, rocks, beaches, islands, harbour, pier and port. To explain what it is like to live by the coast and how people use the coast - holidays, a range of outdoor activities, such as walking and water sports or visiting museums, shops and cafes, ice creams, souvenir shops, hotels, aquarium, harbour, pier.	• Name features of coasts and label these on a photograph. • Identify human features in a coastal town. • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart. • Represent data in a pictogram.	sea, stack, tally chart, tourist, town, village	  

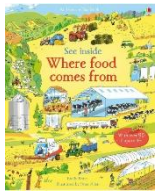
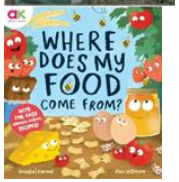
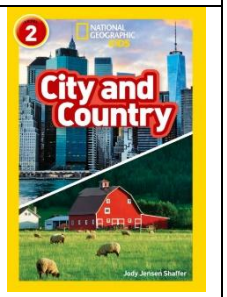
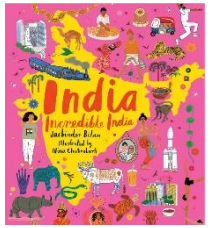
Lower Key stage 2 Cycle A				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
What are rivers and how are they used?	To describe how the water cycle works (Water is evaporated from a water store, such as the ocean; it condenses in the air, becoming water vapour and forms clouds; precipitation falls from the clouds onto the ground, vegetation, glaciers or straight into a stream or river. Water will eventually flow into a larger river and back into the ocean.) To say where can you find water? (rain, rivers, lakes, ponds, seas, oceans, reservoirs, air, clouds, precipitation, glaciers, the ground and from taps)To say why water is important? (Drinking, washing, leisure activities, such as swimming, sailing or fishing and transport, as a natural habitat for plants and animals, it is vital for all life on Earth.) To recognise the features and courses of a river.	• Identify water stores and processes in the water cycle. • Describe the three courses of a river. • Name the physical features of a river. • Locate major rivers in the UK and worldwide • Describe different ways a river is used. • List some of the problems around rivers. • Describe human and physical features around a river.	condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall	

	To state where a river starts. (their source is a lake, a bog, rainfall or a spring.) and ends (the river mouth where the river meets the sea or a lake.) Features-different landforms created by erosion and deposition such as the source, tributary, valley, waterfall, meander, oxbow lake, mouth, floodplain, delta and estuary. To know the names of local rivers- River Mersey, River Dee	• Identify the location of a river on an OS map. • Make a judgement on the environmental quality in a river environment. • Make suggestions on how a river environment could be improved. Famous explorer- Ed Stafford. First man to walk length of Amazon River		       
	To name and locate some of the world's longest rivers. The Nile River (Africa), The Amazon River (South America) The Yangtze River (Asia), The Mississippi (North America) The Danube River (Europe), River Murray (Oceana) To know that there is no river in Antarctica.			
	To describe how rivers are used (important habitat for plants and animals, integral part of the water cycle, supply food and drink for humans and animals, disperse nutrients for fertile soil needed for crop growth, offer transport routes which may be used for leisure or trading, used for fun activities, such as boating, kayaking, walking, relaxing, swimming, fishing, canoeing , many towns and communities are built along rivers, some people live on rivers in houseboats, water from rivers can be used for irrigation on farmland, renewable energy, called hydroelectric power, can be generated by moving water.)			
	To name and describe the 4 layers of the Earth in order (inner core, outer core, mantle, crust)	• Explain one or more ways a mountain can be formed.	active volcano, climate change,	

Why do people live near volcanoes?	To know that a mountain is a raised area of land, 600 m or more above sea level and it has been formed by tectonic plates. Mountains are normally found at plate boundaries. To know the names of some well-known mountains (e.g. Mount Everest – Himalayas, Nepal, Asia; and Kilimanjaro – Tanzania, Africa). To know some well known mountain ranges(The Andes in South America., The Himalayas in Asia., The Rockies in North America., The Alps in Europe.) To know what a volcano is (An opening in the Earth's crust where magma escapes. Usually found along plate boundaries.) To know that volcanoes can be classified in 3 ways.(Active, dormant, extinct.) To know the the negative consequences of living near a volcano (people killed, forests, farmlands and homes destroyed, carbon dioxide impacts climate change, ash clouds pollute rivers, killing fish and tsunamis and earthquakes.) To know the positive consequences of living near a volcano (rich, fertile soil, new land over time, beautiful landscapes, hot springs and mud, tourism, geothermal energy, mining precious stones). To know what an Earthquake is and where the occur(the shaking of the ground caused by moving tectonic plates. Fault line – a crack along the Earth's surface where earthquakes are most likely to happen.) To know the negative impacts of an earthquake and how people can prepare for them (Death and injury., damaged buildings. broken roads. Tsunamis, no water, gas, or electricity, fires, landslides. Seismographs, modifying buildings, educational drills and earthquake shelters.))	• Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • State whether they would or would not want to live near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data.	composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma chamber, man-made rock, mantle, metamorphic rock, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs	   
Why are rainforests important to us?	To find the location and name features of the Amazon rainforest. (spans multiple countries; Amazon River runs through it; cities such as Manaus; people live and work there; travel by boats, a huge variety of animals and plants.)	• Describe a biome and give an example. • State the location and some key features of the Amazon rainforest.	analyse, biome buttress, roots, canopy layer, community, data	

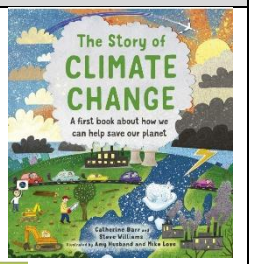
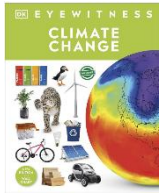
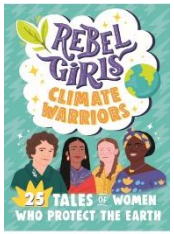
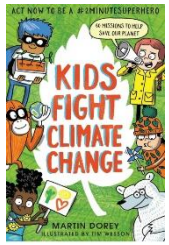
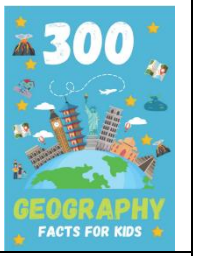
	To know what <u>Climate</u> is (the weather in a certain place over a long period of time.) To know what <u>Lines of latitude and longitude</u> are (invisible horizontal and vertical lines that we use to map how far north, south, east and west a place is.) To know what the <u>Equator</u> is (an imaginary line of latitude exactly halfway between the North Pole and South Pole, which splits our globe into the Northern and Southern Hemispheres. Countries that lie on the Equator are some of the hottest places on Earth.) To name the 4 layers of the rainforest and describe each (e.g. forest floor is wet, dark and hot and contains shrubs with large leaves. The understorey layer has small trees with large leaves, predators and little light. The canopy layer is cooler and lighter and creates a 'roof' with its taller trees. The emergent layer has the tallest trees and receives lots of sunlight, rain and wind.) To understand the lives of indigenous peoples living in the Amazon rainforest (Use trees for drinking water, use rivers for transport and fishing, use plants for medicine, use trees to build homes, feel at peace and find a connection to nature, feel it is home as their ancestors lived there. To describe why tropical rainforests are important and understand the threats to the Amazon. (Mining, deforestation (logging), oil drilling, mass fishing and fires to clear spaces)	• Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support. • Summarise how the local woodland is used and suggest changes to improve the area.	deforestation, drought, emergent, layer, enquiry, Equator, forest floor global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation vegetation belts	   

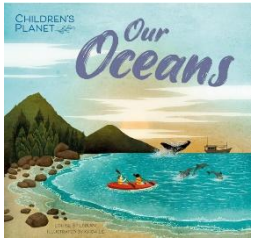
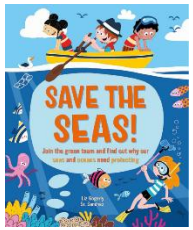
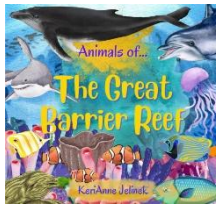
Lower Key stage 2 Cycle B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Who lives in Antarctica?	To understand why we have lines of latitude and longitude- (These imaginary lines were created to help people identify a particular global location. Latitude (parallel lines) tells us how far north or south a place is from the Equator (0° latitude.) There are five main lines of latitude- The Equatorthe Tropics of Capricorn and Cancer and the Arctic and Antarctic circles.) To describe the location and physical features of Antarctica (ice, icebergs and snow, penguins, seals, mountains, no rainfall and extremely sparse vegetation and wildlife, only 2 seasons- summer and winter and either 24 hours of daylight or darkness).) To describe human features of Antarctica (researchers, tourists, warm clothing, spikes for walking, headlamps for dark, guide ropes, sunscreen, ships, sledges, snowmobiles, snow ploughs) To explain who Shackleton was and describe his expedition. (Wanted to be first person to reach South Pole, 150 years ago, persevered with 3 attempts, extreme weather conditions, he was beaten to South Pole by Roald Amundsen, his ship the Endurance sank and remains there now)	• Understand that the Northern and Southern Hemispheres experience seasons at different times. • Define what climate zones are. • Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. • Describe Antarctica's location in the far south of the globe. • State that tourism and research are the two main reasons people visit Antarctica. • Describe equipment researchers might use and clothes they wear. • List some of the research carried out in Antarctica. • State the outcome of Shackleton's expedition. • Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. • Describe a similarity and difference between life in the UK and life in Antarctica. • Confidently use the zoom function on a digital map. • Begin to recall the eight points of a compass, following at least four of them. • Recognise and describe features on their school grounds from an aerial map. • Draw a map of the route they take on an expedition. • State one thing that went well on the expedition and one aspect that did not go as hoped. • Famous explorer- Ernest Shakleton- Led journey to cross Antarctica	climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty	  
Where does our food come from?	To know that our climate does not always support the growth of all types of food throughout the year and the UK has relationships with other	• Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment.	air freight, carbon footprint, consume, distribution, export, fertiliser, food	

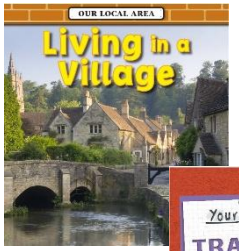
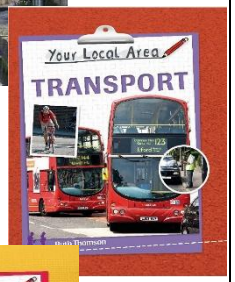
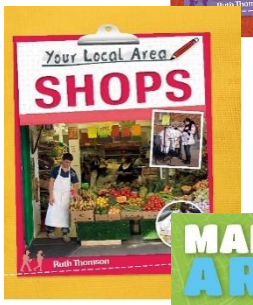
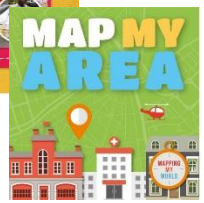
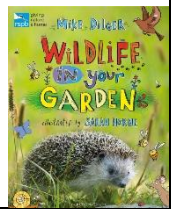
	countries and communities to import these foods. To know that our food choices impact the environment. (impact on land needed to grow food; the energy needed to raise animals that releases gasses into the atmosphere; and the way food travels to us will cause pollution) To understand what trading responsibly/ fair trading means and to know it's importance (farmers and workers treated fairly, work in safe conditions, receive at least a minimum price for their products even if there is a change in climate, diseases or a drop in demand.)	• Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected.	bank, food miles,, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale, bar, seasonal food, source, sustainability, trade, trend	  
Are all settlements the same?	To name different types of settlements and why people might choose to live there- (An urban settlement has lots of people and buildings close together. A rural settlement is usually located in the countryside and has fewer people and buildings spaced further apart. (Urban- a larger variety of job opportunities, a wider choice of schools; easy access to transport systems; a wider variety of entertainment and leisure facilities; increased opportunities to meet friends as a larger population; more medical facilities.) (Rural- access to larger homes as there is more space; rural areas are often cheaper to live in; access to the countryside and nature; communities may feel stronger and supportive as they are smaller; a calmer and slower way of life.) To identify the human and physical features in my local area and suggest reasons for their location. To describe how land use in the local area has changed over time.	• Locate some cities in the UK. • Describe the difference between villages, towns and cities. • Identify features on an OS map using the legend. • Describe the different types of land use. • Follow a route on an OS map. • Discuss reasons for the location of human and physical features. • Locate some geographical regions in the UK. • Identify and begin to offer explanations about changes to features in the local area. • Describe the location of New Delhi. • Identify some human and physical features in New Delhi. • State some similarities and differences between land use and features in New Delhi and the local area.	agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation	 

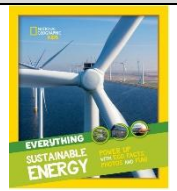
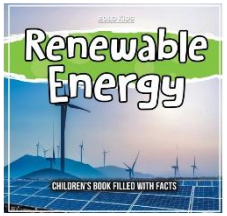
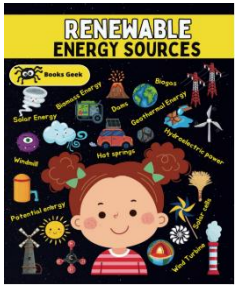
	To locate New Dehli and the continent of Asia. To know New Dehli is the capital of India and name physical and human features of this city. (Human- Roads; shops; offices; housing; apartment blocks; the New Delhi Railway and Delhi Metro; historical monuments such as Humayan's tomb and Delhi Memorial; places of worship such as the Swaminarayan Akshardham temple and the Lotus Temple.) (Physical-The Yamuna River; green spaces both man-made, such as the Lodhi Gardens, or naturally-occurring).			

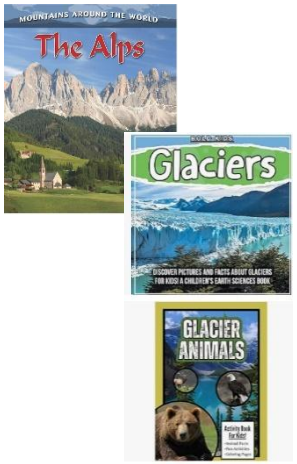
Upper Key stage 2 Cycle A

Units taught	Core Knowledge- what do we want the children to know and remember?	Core Skills- What do we want the children to be able to do?	Core Vocabulary- Words we want the children to be able to use	Key linked texts
Why does population change?	To know the definition of population is the number of people living in a particular place. To know some countries which have a high population (answers may include India, China and the UK). To know what changes a country's population? (People moving into and out of a country and births and deaths.) To know what impacts birth and death rates. (access to food, water and medicine, housing, employment, income, natural disasters, disease, conflict and personal choice.) To know that migration is when people move from one place to another. To know that refugees have had to leave their country involuntarily due to war. To know what climate change is, how it is caused and how population effects it and then it has an effect on the population. (A change in the Earth's temperature, weather and rainfall over a long period of time.) (Deforestation; creating energy by using fossil fuels, using transport running on fossil fuels, greenhouse gases (for example, produced during farming and manufacturing and the throwing away of goods, littering)	• Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment. Famous explorer- David Attenborough- important climate change campaigner.	air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, 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	    
Why do oceans matter?	To know the importance of oceans. (part of water cycle) home to many creatures; provides food and jobs for humans; trading, is used for fun activities; gives us many medicinal ingredients; contributes to our climates and weather through the currents;	• Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef.	atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine,	

	absorbs carbon dioxide; is a source of renewable energy through waves and tides and the coral reef acts as a buffer from natural disasters such as flooding and typhoons.) To locate the Great Barrier Reef (Australia/ Oceana)and explain its significance. (World's largest coral reef- a quarter of all marine species are dependent on Coral Reefs for food or shelter; many of these fish are used for food or provide jobs for humans; they provide a barrier from storms and erosion of the sea bed; and they provide ingredients for medicines, treating conditions such as asthma, arthritis and cancer.) To know the impacts humans have on coral reefs and oceans. (polluting the oceans with plastic, litter and chemicals; mining for oil and contributing to global warming, which raises the water temperature and kills off the coral, over fishing.) To know how to help keep our oceans and coral reefs healthy. (try to avoid buying single-use plastics; recycle any plastics where possible; only buy what you need, or buy second-hand; re-use or re-purpose items; teach others about the ocean; only buy the seafood you need; try to use natural fertilisers in gardens and walking or cycling if you can.)	• Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart.	microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle	   
Can I carry out an independent fieldwork enquiry?	To know about some changes and issues occurring in my local area and to know how to develop an enquiry question.	• Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable.	Analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process,	

	To know some ways of collecting data and the benefits of each methos.(Likert scale, tally charts, photographs, interviews, questionnaires, sound recordings, sketch maps and annotated sketches) To know how to plan a route for a fieldwork trip to collect data noting risks you should you be aware of (Answers may include: harm through handling litter or organic matter; getting sunburnt or very wet depending on the weather; getting lost in a busy area and stumbling on uneven or rocky surfaces.) To know how to present data, who to and why. (as a letter; in a video; on a visual presentation board; as a set of digital computer slides; in a written report; in a bar chart, pictogram, tally chart or pie chart; as a poster; in a school newsletter.) (parents; school governors; local city councillors; local members of parliament; heads of year; the head teacher; other children in school; the local newspaper; neighbours or local residents.)	• Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.	recommendation, region, risk, route, subjective, viewpoint	    

Upper Key stage 2 Cycle B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Where does our energy come from?	To know that energy is used to light and heat buildings, to make appliances work, to power most modes of transport and machines. To name a range of energy sources. -Solar power is energy from the sun -Coal, natural gas and crude oil are all fossil fuels and finite resources. -Hydropower is energy generated by moving water and is renewable. -Wind power is energy generated mainly by turbines and is renewable. -Geothermal energy is energy generated by the heat of the Earth's core. -Solar power using solar panels is renewable but can give off emissions contributing to global warming. -Nuclear power is non-renewable but not a fossil fuel. It is generated by radioactive materials. -Biofuel is energy generated from natural materials like plant matter. To know that when burnt coal and crude oil contribute to global warming as they release greenhouse gases To know some sources of energy are renewable, such as hydropower, geothermal energy, wind power and solar power. To understand that we must invest in and use renewable energy sources where possible as some sources will run out (non renewable) To know about energy sources used in the UK. What energy sources does the UK rely on most? (Gas and oil.) What renewable energy source does the UK use the most? (Wind power.) Which energy source has the UK stopped consuming as much of? (Coal.)	• Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.	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	  

What is it like in the Alps?	To locate the Alps on a world map and know that they are found in Europe. To name some of the eight countries that the Alps are in. (Monico, France, Switzerland, Italy, Liechtenstein, Germany, Austria, Slovenia) To name physical and human characteristics of the Alps and why tourists visit. (Mountains, glaciers, lakes, rivers, deciduous trees and forest on the valley floor, coniferous forest higher up the mountains.) (ski resorts, cable cars, cities, fortress, boat trips) To name similarities and differences between the Alps and where we live. To know that glaciers are melting because of global warming and the impacts of this To know how we can help ((Risk of landslides and flooding; some plant life is under threat of extinction; loose and falling rocks are endangering hikers and climbers.) (Walk or cycle whenever possible; reduce, reuse and recycle; try not to waste food; eat less meat and more plant-based food.)	• Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' Arnold Henry Guyot- Studied glaciers. He was the first to point out certain important observations relating to glacial motion and structure.	atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate, temperate forest, tourism, tourist, vegetation	
Would you like to live in the desert?	To know that a biome is an area with a similar climate, landscapes, plants and animals. To know that a desert is defined as any stretch of land with little or no rainfall and extremely sparse vegetation and wildlife. To know that a desert can be hot like the Gobi Desert or cold like Antarctics To describe features of a desert and compare it to where we live (barren land, sand dunes, rock mountains, dry, cracked land, extremely high temperatures and dry weather,salt flats due to evaporation, little water, a drop in temperature at night.) To name some plant and animal life that live in a hot desert (tortoises, rabbits, snakes, desert mice, lizards, spiky and hardy plants like cacti, bushes and trees)	• Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert.	agriculture, airstrip, arid, barren, biome, climate, desert, 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 attraction, vegetation, weather	

	To name some deserts in the world- (Antarctic, Sahara, Gobi, Kalahari.) To name ways in which people use deserts and some ways they are harming them - protected nature reserves, for recreational purposes, farming or ranching, military purposes, mining, renewable energy, tourism and settlement. -Droughts, Deforestation., new wind turbines and solar panel farms, Mining., Farming and overgrazing, Flash floods.	• Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why.		 