*Being a Geographer*

**Mill Hill Primary School progression of Understanding the World** (EYFS)

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| **Early Years** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** |
| **People, Culture and Communities** |  To know the name of the town the school is in. To know about features of the immediate environment. To know about people who help us within the local community |  | To know that simple symbols are used to identify features of a map | To know that simple symbols are used to identify features of a map | To know that there are many countries around the world. |  | Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. |

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| Year Group | **National Curriculum** | **Sticky Knowledge****(what children need to know and remember)** | **Vocabulary** | **Skills/ Procedural Knowledge** |
| Y1 | **Locational knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical and human features,Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; 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. |  Autumn 1 · To recognise an aerial plan of the classroom, school and school grounds. · To recognise and name features of the local area (Sunderland) and locate the school within that area. · To describe changes in weather with the change of the seasons. · To describe weather associated with each season. Spring 1· To name the 4 countries, capital cities and surrounding seas of the UK and locate on a map. · Recognise landmarks, flags and foods from UK countries. (Scotland, Wales, England and Northern Ireland.)Summer 2 · To locate Sunderland and London on a map. · Identify features of London. · Compare London (city) to Sunderland (coastal town) | England, Scotland, Wales, Northern Ireland, London, Edinburgh, Belfast, CardiffNorth Sea, Irish Sea, English Channel, North Atlantic Ocean**Season** Autumn, Spring, Summer, Winterbeach, cliff, coast, sea, ocean, river, city, town, house, office, port, harbour farm, shopNorth, South, East and West, near, far, left and right | Geographical skills and fieldworkUse world maps and globes to identify the United Kingdom and its countries.Use simple compass directions (and locational and directional language. With support, begin to use aerial photographs to recognise landmarks and basic human and physical features.Devise a simple map With support, begin to use simple maps of the local areaWith support, begin to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.Year One Map Skills - use age-appropriate world maps, atlases and globes to identify the United Kingdom and its countries -use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use plan perspectives to recognise landmarks and basic human and physical features - devise a simple mapGeographical enquiry* Can they say what they like about their locality?
* Can they sort things they like and don’t like?
* Can they answer some questions using different resources, such as books, the internet and atlases?
* Can they think of a few good questions to ask about a locality?
* Can they answer questions about the weather?
* Can they keep a weather chart?
* Can they say what they like and don’t like about their locality and another locality like the seaside?

Physical geography* Can they tell someone their address?
* Can they explain the main features of a hot and cold place?
* Can they describe a locality using words and pictures?
* Can they explain how the weather changes with each season?
* Can they name key features associated with a town or village, e.g. church, farm, shop, house?
* Can they describe some physical features of their own locality?

Human geography* Can they begin to explain why they would wear different clothes at different times of the year?
* Can they describe human features of their own locality?

Geographical knowledge* Can they identify the four countries making up the United Kingdom?
* Can they name some of the main towns and cities in the United Kingdom?
* Can they name the main cities of England, Wales, Scotland and Ireland?
* Can you find where they live on a map of the UK?
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|  | Local Interests and Links (online museums, local places to visit etc) |
| Y2 | Locational knowledge* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
* name and locate the world’s seven continents and five oceans

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

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

 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 weatherkey human features including: city, town, village, factory, farm, house, office, port, harbour and shop | **Autumn 2*** Review UK countries, capital cities and surrounding seas.
* Know that the world is divided up into seven continents. Name and locate these continents. Know a continent is a chunk of land mass
* Know an ocean is a large sea.
* Name and locate the five oceans – Indian, Atlantic, Pacific, Arctic, Southern
* Know the world is not flat and it is divided by an imaginary line called the equator. The equator divides the world into Northern and Southern hemispheres.
* Create journey lines around the continents, naming continents and oceans passed on the journey and using four points of compass
* Explore hot and cold countries

 **Spring 1 + 2****Linked to Sunderland and Polar Regions****Review-** to locate continents, oceans, the northern and southern hemispheres and the equator.**Review- *w*here is the Arctic and Antarctic?**To know that the northern polar region , called the Arctic contains the Arctic Ocean. The southern polar region, called the Antarctic, contains the continent of Antarctica and the Southern Ocean.To locate the Arctic Circle and the main countries within it.What is the weather like in the Polar regions?What is the weather like in Sunderland? Review Seasons.**What is a physical feature? (review from Y1)**What physical features would you find in Sunderland? (review from Y1)What physical features would you find in the Arctic?**What is a human feature? (review from Y1)**To identify human features in Sunderland.**What do cities look like in the Arctic?** Explore the cities Murmansk (mer-men-sk), Norilsk (nor-ils-k), Tromso (trom-so), Barrow (ba-row) and Sisimiut (si-si-mi-et)**Locate** United Kingdom and then Greenland on a world map. Explain that most of Greenland is in the Arctic Circle. Sunderland is a city in the United Kingdom (recap from previous year) and Sisimiut (si-si-mi-et) is a town in Greenland?**To compare Sisimiut (a town in Greenland) to a Sunderland (United Kingdom).**What is the same and what is different about these two places? (houses, harbours, gardens, roads, airports and the landscapes). What the weather is like in each place. Is it the same?Discuss what winter and summer is like in each place. | Land, sea**Continents**Asia, Africa, North and South America, Antarctica, Australia and Europe **Oceans**Indian, Atlantic, Pacific, Arctic, SouthernEquatorSouthern HemisphereNorthern Hemisphereforest, hill, mountain, soil, valley, vegetation, village, factory | Map Skills Year 2- use age-appropriate world maps, atlases and globes to identify the continents and oceans - use simple compass directions (North, South, East and West) to describe the location of features and routes on a map - use aerial photographs to recognise landmarks and basic human and physical features - devise a simple map with basic symbols in a keyGeographical enquiry* Can they label a diagram or photograph using some geographical words?
* Can they find out about a locality by using different sources of evidence?
* Can they find out about a locality by asking some good questions to someone else?

Physical geography* Can they explain the main features of a hot and cold place?
* Can they explain what makes a locality special?
* Can they describe some places which are not near the school?
* Can they describe a place outside Europe using geographical words?
* Can they describe some of the features associated with an island?
* Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?

Human geography* Can they say something about the people who live in hot and cold places?
* Can they explain what they might wear if they lived in a very hot or a very cold place?
* Can they explain how the jobs people do may be different in different parts of the world?
* Do they think that people ever spoil the area? How?
* Do they think that people try to make the area better? How?
* Can they explain what facilities a town or village might need?

Geographical knowledge* Can they point out where the equator, north pole and south pole are on a globe or atlas?
* Can they name the continents of the world and find them in an atlas?
* Can they name the world’s oceans and find them in an atlas?
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| Local Interests and Links (online museums, local places to visit etc) |
| Y3 | **Locational knowledge** Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities .Name and locate 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. **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**Human and physical geography**  Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakesHuman 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 four 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. | **Spring 1*** To be able to locate Sunderland and then Silksworth on a satellite photo (Google Earth).
* To be able to use the word scale correctly and give examples (larger the closer the proximity)
* To be able to develop a map of the local area from the images seen.
* To be able to add key features of the local area that are known to the pupils from a local exploration.
* To be able to add on compass points. Be able to orientate the map/ plan.
* To be able to use 4 figure grid references.
* To be able to study local maps of the area and use keys to locate key feature.
* To be able to identify changes in maps of the local area over time. To be able to give reasons for this e.g. increased housing due to expansion of coal production ship building.
* Through fieldwork visit to Silksworth complex children can give evidence of changes of land use since closure of the colliery.
* Look at the river running through Sunderland (Wear) and the benefits a river might bring to a community (water, travel) and have done so since early settlements.
* Using Google Earth, look at the river system in the UK and how the rivers begin at the source in the hills and run to the mouth at the sea. Go over some key rivers in UK and major settlements on them (Wear, Tyne, Tees, Thames, Severn) Notice the width of the river and how they become much more straight as they approach the mouth.
* To name different settlements on the banks of the River Wear and know how they have become joined over the years
* To know that heavy industry (ship building and coal transportation).

**Summer 1*** To know the names of the layers of the earth.
* To know that plates move and know how this has affected the creation of the continents
* Know the edges of plates are related to creation of earthquakes and volcanos.
* Children to know what a volcano is and can label a cross section of a volcano.
* Children know the impact of volcanoes on local areas
* (danger and risk aversion, farming). (adding to carbon emissions and heat, tsunamis

**Summer 2**Locate countries within EuropePre skills (mapwork) Locate France. Diversity of the landscape through map making. Look at hills, mountains, coasts and rivers. Look at important cities and their locations. Where is France. Locate on a map. Map skills and use of Google Earth. 2.City comparisons and top towns. Location of other major cities and the scale. 3. locate Paris and identify it’s key geographical features (PlanBee resource). Using information from clue cards children to locate areas on map given. France Cities towns Location Paris Capital city population rural Culture 3. Rural landscapes/ paintings 4. Mountain regions and their culture (skiing and tourism) 5. Cuisine of France 6. Learn the national anthem. All these to be linked to French MFL curriculum | Agriculture Counties RecreationRetail Rural Symbol Urban Forestry Costal population Physical features Human features River Source Mouth Buildings Landmarks Ship building Coal transportation. Heavy industryCumulonimbus cloud Erupt Fossils Magma Tectonic plates Humus Topsoil Subsoil Bedrock Crust mantle Outer core Inner core Volcano Tsunamis Earthquake TornadosFrance Cities towns Location Paris Capital city population rural Culture | Geographical skills and fieldwork For Key Stage Two* 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.

**Map Skills Year 3**-use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of South American countries and describe features studied - use the four points of a compass to navigate around a map confidently- use symbols and a key to devise a map or represent on a mapGeographical enquiry* Do they use correct geographical words to describe a place and the things that happen there?
* Can they identify key features of a locality by using a map?
* Can they begin to use a 4 figure grid reference?
* Can they accurately plot NSEW on a map?
* Can they use some basic OS map symbols?

Can they make accurate measurements of distances within 100Km?Physical geography* Can they use maps and atlases appropriately by using contents and indexes?
* Can they describe how volcanoes are created?
* Can they describe how earthquakes are created?
* Can they confidently describe physical features in a locality?
* Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?

Human geography* Can they describe how volcanoes have an impact on people’s life?
* Can they confidently describe human features in a locality?
* Can they explain why a locality has certain human features?
* Can they explain why a place is like it is?

**Geographical knowledge*** Can they name the different parts of a volcano?
* Can they locate and name some of the world’s most famous volcanoes?
* Can they name and locate some well-known European countries that have borders with France?
* Can they name and locate the capital cities of neighbouring European countries to Frances?

Are they aware of different weather in different parts of the world, especially Europe? |
| Local Interests and Links (online museums, local places to visit etc) **Educational Visit – Riverside Walk - Mouth of the River Wear, visit St Peters Church and follow ‘The ArtworkTrail’ to Roker.** Consider what the river was used for in the past - shipbuilding/mining. Compare what we can see along the river now. Record on map - changes in land use along the Wear - old/new buildings and landmarks; bridges, University, Glass Centre, Stadium of Light, Marina, St. Peter’s Church etc. **Follow up to visit and conclude topic.** |
| Y4 | **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 . Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,\*WE THEN STUDY THE CONTINENT OF AFRICA, INCLUDING EGYPT/RIVER NILE a region in a European country, **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 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.  | Autumn 1* To locate Sunderland on map.
* To locate the continent of Europe
* To be able to find and name the member countries of the EEC on a map and atlas
* To locate Italy on a globe and map of the world.
* To be able to name features of physical geography, including mountain, rivers and volcanic areas of Italy.
* Know where the Equator is on world map.
* Identify Rome as capital city, locate on map and identify physical and human features.
* Children will know the similarities and differences between Rome to Sunderland (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).

Spring 2* Locate and describe where Egypt is in the world (reference continent).
* Use ICT to research and answer questions about Egypt.
* Children can give reasons why tourists might visit Egypt.
* Children can name the parts of a river and understand their importance (retrieval practice from Y3)
* Children to give reasons/evidence for the importance of the River Nile.
* Children can organise points based on research for a class debate (about the Aswan Dam)

Summer 2* Give a brief introduction to the OS maps. Chn explore symbols on maps using a variety of games and activities.
* Revise 4 compass points and introduce the 8 compass points in increase accuracy. Chd to use 8 points to give and follow directions.
* Introduce 4-figure grid references. Chd to find places from given coordinates.
* Demonstrate using compass points and co-ordinates. Chn to follow a route around the map.
 | LocationLocalNationalInternationalGlobeAtlasSatellite photographContinentEuropePhysical featuresMountain rangeAlpsDolomitesApenninesCapitalRiver TiberMediterranean SeaAdriatic SeaRoman EmpireFrance/ GaulGreat Britain/ BritanniaLocationLocalNationalInternationalGlobeAtlasSatellite photographContinentAfricaSahar/ Sub-SaharaSourceWhite NileBlue NileConfluenceTributaryDeltaMouthEstuaryDamCatchment areaFlood plainPlanMapKeyLegendSymbolScaleDirectionCompass points: North, East, South, West, North East, South East, South West, North West.directionOrdnance SurveyGridFour-figure ContourSea level | Geographical skills and fieldwork For Key Stage Two* 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.

use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of South American countries and describe features studied - use the four points of a compass to navigate around a map confidently- use symbols and a key to devise a map or represent on a mapGeographical skills and fieldwork For Key Stage Two* 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.

**Geographical enquiry*** Can they carry out a survey to discover features of cities and villages?
* Can they find the same place on a globe and in an atlas?
* Can they label the same features on an aerial photograph as on a map?
* Can they plan a journey to a place in Italy or Egypt?
* Can they accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc.?

**Physical geography*** Can they locate the Mediterranean and explain why it is a popular holiday destination?
* Can they describe the main features of a well-known city (Rome)?
* Can they describe the main features of a village?
* Can they describe the main physical differences between cities and villages?
* Can they use appropriate symbols to represent different physical features on a map?

**Human geography*** Can they explain how the lives of people living in the Mediterranean would be different from their own?
* Can they explain why people are attracted to live in cities?
* Can they explain why people may choose to live in a village rather than a city?
* Can they explain how a locality has changed over time with reference to human features?
* Can they find different views about an environmental issue? What is their view?
* Can they suggest different ways that a locality could be changed and improved?
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|  | Local Interests and Links (online museums, local places to visit etc) |
| Yr5 | **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. Describe and understand key aspects of mountains | Autumn 2* The children know the difference between the British Isles, Great Britain and UK?(Name the different countries in each)
* Do they know the countries that make up the European Union?
* Can they name up to six cities in the UK and locate them on a map?
* Can they locate and name some of main islands that surround the UK?
* Can they name the areas of origin of the main ethnic groups in the UK?

Spring 2* Children to be know the seven continents (retrieval from past learning)
* Know the tropics of Cancer and Capricorn.
* Children to be able to locate the continent of North America on a map and know it is the third largest continent.
* Children to know the names of the great lakes and the main mountain regions
* Children to know where the continent starts and ends.
* Children to retrieve knowledge from past work on rivers and their geographical importance (Wear, Tees , Tyne, Thames Nile)
* Children to be able to name and label the name features of a river
* Children to be able to locate the Mississipi river on a map, know its distance and be able to name some of its main cities from Mineapolis, Minnesota; St. Louis, Missouri; Memphis, Tennessee; Baton Rouge, and New Orleans.
* Children know how one of the main cities originated and grew around the Mississippi –(own geographical enquiry).

Summer 2* Know the link between American National Parks and the Lake District (John Muir)
* Know the location of National Parks in England, Scotland and Wales.
* Recap map skills: OS Symbols for Landranger series.
* Use 4/6 figure grid references and combine with symbols.
* Identify longitude and latitude.
* To be able to use 8 points of a compass and know bearings up to 360 degrees.
* Be able to draw maps and plans to a given scale.
* Undertake John Muir course whilst at Derwent Hill residential course (Explore, discover, conserve and share) (covered at Derwent Hill)
* Look at mountains in the UK and compare with the largest mountains around the world.
 | County CountryAtlasLocate locationRiverVillageCompassCompass RoseEnvironmentHuman processesLandmarksLand useScaleSeasonalSymbolTopographicalTropic of CancerTropic Of CapricornParts of riverTributaryFlood plain Mouth Source MeanderSpring waterfall | Geographical skills and fieldwork For Key Stage Two* 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.

Map Skills Year 5- use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of European countries and describe features studied - use four-figure grid references to navigate around a map - use Ordnance Survey symbols and a key to devise a map or represent on a mapPhysical geography* Can they explain why many cities in Northern America( making connections to the wider world) are situated by rivers?
* Can they explain how a location In Northern America fits into its wider geographical location; with reference to physical features?

Human geography* Can they explain why the original American settlers were attracted to live by rivers?
* Can they explain how a location fits into its wider geographical location; with reference to human and economical features?
* Can they explain what a place might be like in the future, taking account of issues impacting on human features?

Geographical enquiry* Can they collect information about a place and use it in a report?
* Can they map land use?
* Can they find possible answers to their own geographical questions?
* Can they make detailed sketches and plans; improving their accuracy later?
* Can they plan a journey to a place in another part of the world, taking account of distance and time?

Geographical skills and fieldwork For Key Stage Two* 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.
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|  | Local Interests and Links (online museums, local places to visit etc) |
| Yr6 | **Autumn Term:****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. **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country**Human and Physical geography** Describe and understand aspects of human geography, including: 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 four and six-figure grid references, symbols and key 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. **Spring / Summer Term:****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.**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 AmericaH**uman and Physical geography** Describe and understand key aspects of physical geography, including: climate zones, biomes, rivers and the water cycle  | Autumn 2* Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
* Read and plot 4 figure grid references
* Read and plot 6 figure grid references
* Know how to plot 4 and 6-figure grid reference points to show where bombs were dropped in London during WW2.
* Know how to interrogate maps of the locality to infer why they were popular targets for air raids in WW2 (physical/human geography)

Know how to use a range of subject specific vocabulary.Spring 2/ Summer 1* Know how to locate the world’s continents and countries – North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (1a)
* Know how to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (1c)
* Know how to describe and understand key aspects of physical geography, including: climate zones, rivers and the water cycle (3a)
* Know how to describe and understand key aspects of human geography, including types of land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (relating to deforestation of the Amazon Rainforest) (3b)
* Know how to identify areas of rainforest and link with the fact this is in equatorial regions (1a) (4a) (link with where did the Aztecs and Mayans come from)
* Know the main features of a rain forest and why are rainforests important not only to the countries they are in but the world as a whole? (3a)
* Know the economic impact of logging on the amazon rainforest – discussing different land uses, distribution of resources, and the economic impact on the country of Brazil. (3b)
* Know the features of a river, linked with the journey of the Amazon river (3a)
* Know the importance of the amazon river and its importance within the biome of the Amazon rainforest (3a)
* Know how to 4 figure and 6 figure grid references to track course of Amazon river – locating different parts of river such as tributaries (4b)

To know how the Aztecs/Mayans reclaim land to be used for farming. (3b) | Europe. continent, countryLocation, physical features, human features, 4 figure grid reference, 6 figure grid reference, Ordanance Survey MapLatitude, longitude, hemisphere, time zones. Climate, biome,deforestation, natural resources, equator, rainforestRiver, tributaries, estuary, mouth, waterfall, meander, oxbow lake, meander, delta, upper course, middle course, lower course | Map Skills Year 6- use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of the countries of the world and describe features studied - use six-figure grid references to navigate around a map - use Ordnance Survey symbols and key to devise a map or represent on a map confidently**Locational knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and major cities (1a)**Place knowledge**Europe and the wider world (WW2 link)**Human and physical geography**  Describe and understand key aspects of human geography, including: 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 four and six-figure grid references to build their knowledge of the United Kingdom and the wider worldUnderstand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.**Locational Knowledge**Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (4b)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) (1c)**Place Knowledge**North and South America (Mayan’s link)**Human and physical geography** Describe and understand key aspects of physical geography, including: climate zones, biomes and riversDescribe and understand key aspects of human geography, including types of land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (relating to deforestation of the Amazon Rainforest) |
|  | Local Interests and Links (online museums, local places to visit etc)**York Chocolate Story – Rainforest tour and workshop - link to The Amazon Rainforest****Rainy Rainforest – One Day Creative – in school workshop – Link to the Amazon Rainforest****The Eden Project – Rainforest Biome – link to The Amazon Rainforest****River walk along the River Wear – Local river link****Reading 4 and 6 figure grid references in real life – Sunderland visit – where were the bombs dropped – local link** |