

# Geography Long Term Coverage – Detailed Progression of Skills and Knowledge

## National Curriculum KS1

### **Locational Knowledge:**

- 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
- use simple compass directions (North, South, East and West)
- Use 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
- 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

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Year 1	Our School	Our Country – The UK	Weather Patterns
Question	<b>Can we make our playground even better?</b>	<b>Is all of the UK the same?</b>	<b>Do we live in a hot or cold place?</b>
Context	Starting with their immediate environment and building on the firm foundations from EYFS, children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork. Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing sketch maps of the school grounds. Children use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	Children will learn about the location of their homes and school in the wider context of the U.K. and the world. They will start to understand the similarities and differences between where they live and other places. Children will learn about the countries of the UK developing learning beyond their immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities and human and physical features.	Children will explore different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. They will be introduced to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather during fieldwork.
Locationa I Knowledg e	<ul style="list-style-type: none"> <li>• Name and locate some places in the local area e.g. the school, the post office, Tesco.</li> <li>• Name and locate some places in the UK e.g. the town where they live.</li> <li>• Name and locate some places in the wider world e.g. a country they have visited on holiday.</li> <li>• To understand where I live in the local area</li> <li>• Every house and street in our country has a name and a postcode.</li> <li>• To understand what each line shows on an address.</li> <li>• The name of the street is usually on a wall or a sign at the beginning of the street.</li> <li>• Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the UK is short for ‘United Kingdom’.</li> <li>• To know that a country is a land or nation with its own government.</li> <li>• To know the name of the country they live in.</li> <li>• To know that the United Kingdom is made up of four countries and their names.</li> <li>• To know that the ocean is a large body of water.</li> <li>• Identifying characteristics (both human and physical) of the four capital cities of the UK.</li> <li>• Showing on a map the city, town or village where they live in relation to their capital city.</li> <li>• London (where we live) is the capital city of England.</li> <li>• To know that a sea is a body of water that is smaller than an ocean.</li> <li>• To know that there are four bodies of water surrounding the UK and to be able to name them.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and locate the areas of hot and cold countries around the world, including understanding the terms ‘poles’ and ‘equator’</li> <li>• To know that the Equator is an imaginary line around the middle of the Earth.</li> <li>• To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</li> <li>• To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</li> <li>•</li> </ul>

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		<p>The English Channel, North Sea, Irish Sea and the Atlantic Ocean.</p> <ul style="list-style-type: none"> <li>• To know the four capital cities of the UK. London, Edinburgh, Cardiff and Belfast.</li> <li>• To name some characteristics of the four capital cities of the UK.</li> <li>• To know that a capital city is the city where a country's government is located.</li> </ul>	
<b>Place Knowledge</b>		<ul style="list-style-type: none"> <li>• Towns and countryside have similar and different geographical features.</li> <li>• Compare geographical features of towns and the countryside</li> </ul>	<ul style="list-style-type: none"> <li>• To know that life elsewhere in the world is often different to ours.</li> <li>• To know that life elsewhere in the world often has similarities to ours</li> <li>• Describing what physical features may occur in a hot place in comparison to a cold place.</li> <li>• To know and understand what a hot and cold area of the world is like.</li> <li>• To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</li> </ul>
<ul style="list-style-type: none"> <li>• Human and Physical Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some physical features in their locality</li> <li>• Recognise some human features in their locality.</li> <li>• To know human features are characteristics of a place that were made by humans, for example shops and roads.</li> <li>• To know physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants).</li> <li>• Explore and find human and physical features in the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</li> <li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• To know some key physical features of the UK.</li> <li>• To know some key human features of the UK.</li> <li>• Describing and understanding the differences between a city, town and village.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and explain what the weather is like in our country.</li> <li>• Describing how the weather changes with each season in the UK.</li> <li>• Describing the daily weather patterns in their locality.</li> <li>• Confidently using the vocabulary 'season' and 'weather'</li> <li>• To know the four seasons of the UK.</li> <li>• To know that 'weather' refers to the conditions outside at a particular time.</li> <li>• To know that different parts of the UK often experience different weather.</li> <li>• To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</li> <li>• To know that weather conditions can be measured and recorded.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Know and can explain 4 types of weather that happen in the UK.</li> <li>• Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do.</li> <li>• Knows 3 or more weather symbols and can explain what they show.</li> <li>• Knows what hot and cold countries might look like and how they might differ according to the weather.</li> </ul>
<b>Map Skills</b>  <i>See Map Skills Progression on Doc</i>	<ul style="list-style-type: none"> <li>• To know simple directional language (e.g. near, far, next to, left, right, forwards, backwards).</li> <li>• Responding to instructions using directional language to follow routes.</li> <li>• Using directional language to describe the location of objects in the classroom and playground.</li> <li>• Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• To know that an aerial photograph is a photograph taken from the air above.</li> <li>• To know that a map is a picture of a place, usually drawn from above.</li> <li>• Describe where places in the local area are on a map.</li> <li>• Find information on aerial photographs (local landmarks, basic human, physical features)</li> <li>• Use simple picture maps and plans to move around the school. Follow a route on a prepared map.</li> <li>• Recognise simple features on maps such as buildings, roads and fields.</li> <li>• To know what a sketch map is.</li> <li>• Drawing some of the features they notice in school and the school grounds in correct relation to each other on a sketch map.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use simple compass directions (N,E,S,W)</li> <li>• Show on a map which continent they live in.</li> <li>• Show on a map which country they live in (England) and locate its capital city (London)</li> <li>• Using an atlas to locate the UK.</li> <li>• Locate the UK on a map of Europe and a map of the world.</li> <li>• Locate the four countries of the United Kingdom on a map of the UK</li> <li>• Use an atlas to locate the four capital cities of the UK</li> <li>• To know that atlases give information about the world and that a map tells us information about a place.</li> <li>• Locate the surrounding seas and oceans of the UK on a map of this area</li> <li>• Drawing freehand maps using simple pictures or symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the areas of hot and cold countries around the world, including understanding the terms 'poles' and 'equator'</li> <li>• Locate the Equator on a globe and a world map,</li> <li>• Use map skills to locate hot and cold places.</li> <li>• Locating some hot and cold areas of the world on a world map.</li> <li>• Locating the North and South Poles on a globe and a world map.</li> <li>• Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</li> </ul>

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<b>Geographical Enquiry and Fieldwork Skills</b>	<ul style="list-style-type: none"> <li>Drawing a simple sketch map of the classroom, school and school grounds using simple pictures, colours or own symbols to represent features.</li> <li>To know that symbols are often used on maps to represent features.</li> </ul>								
<b>Geographical Enquiry and Fieldwork Skills</b>	<p><b>Question:</b> Asking and answering questions about the features they see in their school and school grounds.</p> <p><b>Observe:</b> Commenting on the features they see in their school and school grounds.</p> <p><b>Measure:</b> Asking and answering simple questions about the features of their school and school grounds.</p> <p><b>Record:</b> Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</p> <p><b>Present:</b> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>			<p><b>Question:</b> Asking and answering questions about features they see on aerial photographs and maps.</p> <p><b>Observe:</b> commenting on the features they see on aerial photographs and maps.</p> <p><b>Compare:</b> Compare geographical features of towns and the countryside using their existing observations, maps and photographs</p>			<p><b>Question</b> – asking and answering questions about how we can observe and measure weather. <b>Observe</b> – observe the weather <b>Measure</b> – use a variety of tools to measure weather (thermometer, rain gauge and a weather vane (or wind streamer)) <b>Record</b> – record observations in a weather diary using symbols and sketches. Describe weather using correct vocabulary. <b>Present</b> – present weather forecast for parts of UK</p> <p>Consider how we change our behaviour in response to different weather. How does the weather affect us? <b>Compare</b> daily weather in our area with other areas of UK. <b>Compare</b> the changes in weather each day.</p>		
<b>Fieldwork Opportunity</b>	<p>To use simple fieldwork and observation skills to study the school and school grounds. To observe (look at) the school environment.</p>						<p>Observe and record the weather using different tools and suitable vantage points. Set up these instruments in the school grounds and support the children in making observations of how these measure the weather throughout the day.</p>		
<b>Vocabulary</b>	Local area Map Sketch map Symbols Address	Fieldwork Physical features Human features	Directions near, far, next to, left, right, forwards,	Town Countryside Country City Capital City	UK – United Kingdom Island Sea Ocean	England Wales Scotland Northern Ireland London	Season Weather Temperature Thermometer United Kingdom	Observations Record Weather vane Rain gauge Barometer Rainy	South Pole North Pole Antarctic Arctic Autumn Winter

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	Observe Aerial view Aerial photograph	Route Town Country Street locate	backward s environm ent	Physical Features beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	Landmarks Human features city, town, village, factory, farm, house, office, port, harbour and shop	Cardiff Edinburgh Belfast The English Channel North Sea, Irish Sea Atlantic Ocean.	Seasons Affects Symbols Weather forecast Climate Equator	Cloudy Stormy Snowy Hot Cold	Spring Summer
<b>Cross-Curricular Links</b>	Computing – use of Bee Bots for moving around a map and use of directional language. Maths – directional language			British Values and Identity Science – weather in different parts of The UK		Science – seasonal changes			

Year 2	Our Local Area	Continents and Oceans	The UK vs Kenya
<b>Question</b>	What is the safest route to school?	What will I see on a journey around the world?	Would you rather live in Kenya or the UK?

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<b>Context</b>	Children will learn about their locality beyond the school gate, building on children’s knowledge and understanding of their school environment from Year 1. Children will explore the local area using firsthand observation to enhance their locational awareness along with developing essential map and fieldwork skills. They will also identify physical and human features of their local area. Finally, they will use observations from fieldwork, aerial photographs and ordnance survey maps to decide their safest route to school.	Children will learn the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and their own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world., understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely.	Building on their local area unit, children will compare the physical and human geography of Borehamwood and London with Nairobi in Kenya. Children will continue to develop their map skills using atlases, world maps, online mapping and aerial photographs and maps. As they zoom in on Nairobi, children will learn about the similarities and differences to London – they find out about the physical landscape, the culture and daily life for a child in Nairobi.
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• To know where Borehamwood is in on a map of the UK.</li> <li>• To know that Borehamwood is in Hertfordshire and that Hertfordshire is a county just outside of the city of London.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the world is split into 7 parts and that these are called continents.</li> <li>• To be able to name the five oceans of the world.</li> <li>• To know that we live in the continent of Europe.</li> <li>• There are borders that separate different parts of the world.</li> <li>• A continent is a land mass and an ocean is a large body of water (and the names of each).</li> <li>• There are seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia.</li> <li>• The majority (71%) of the world’s surface is covered by water.</li> <li>• The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic.</li> <li>• To understand how a journey can be made around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• To know Kenya is a country located in the continent of Africa.</li> <li>• To locate Kenya on a map of Africa.</li> <li>• To know Nairobi is the capital city of Kenya and locate it on a map of Kenya.</li> <li>• To know that Kenya lies on the equator and that the distance from the equator affects weather.</li> </ul>
<b>Place Knowledge</b>			<ul style="list-style-type: none"> <li>• To know what life is like for people living in Nairobi.</li> <li>• To know what school and family life is like in Nairobi.</li> <li>• To be able to compare their lives to those of children in Nairobi.</li> <li>• To know some similarities and differences between our local area and Kenya/Nairobi.</li> <li>• Name, describe and explain some key similarities between Borehamwood and Nairobi.</li> </ul>

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<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>Identify and locate simple places, landmarks, and features on a map of the local area (Borehamwood)</li> <li>Use observational skills to sort physical and human features using aerial photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between oceans and seas.</li> <li>The climate is different across continents (and to be able to give examples of contrast, e.g., Asia and Antarctica).</li> <li>Europe is the second smallest continent.</li> <li>It has around 44 countries, including England.</li> <li>It is the third largest continent in terms of population.</li> <li>Half the world's population live in Asia.</li> <li>The largest desert in the world (the Sahara) is in Africa.</li> <li>North America is twice the size of Europe.</li> <li>Over half of Australia is desert or receives little rain.</li> <li>The Amazon rainforest is in South America.</li> <li>Antarctica is known as the 'frozen continent.'</li> <li>Compare population size and number of countries in different continents.</li> </ul>	<ul style="list-style-type: none"> <li>Name, describe and explain some key differences between Borehamwood and Nairobi.</li> <li>To be able to recognise geographical similarities and differences between Borehamwood and Nairobi through the analysis of photographs, maps, aerial photographs and film clips.</li> <li>To be able to use basic geographical vocabulary to refer to human and physical features.</li> <li>To compare the human and physical features of Borehamwood and Nairobi.</li> </ul>
<b>Map Skills</b>  <i>See Map Skills Progression Doc</i>	<ul style="list-style-type: none"> <li>To know that maps need a title and purpose.</li> <li>To know that maps need a key to explain what the symbols and colours represent.</li> <li>Recognise landmarks of Borehamwood on aerial photographs and plan perspectives.</li> <li>Recognise human and physical features of Borehamwood on aerial photographs and plan perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a globe is a spherical model of the Earth.</li> <li>To begin to recognise world maps as a flattened globe.</li> <li>Using a world map, globe and atlas to locate the world's seven continents</li> <li>Using a world map, globe and atlas to locate the world's 5 oceans on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to locate Kenya on a world map and relate the concept of north, south, east and west to a map of the world and a globe.</li> <li>Using a world map, globe and atlas locate Africa, Kenya and Nairobi</li> <li>Draw a simple map related to a country studied, e.g. the outline of the country and the location of its capital city. (Kenya)</li> </ul>



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	<ul style="list-style-type: none"> <li>• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• Use a map to follow a simple, prepared route.</li> <li>• Use compass directions to move around a map.</li> <li>• Plan a route in the local area. Using locational language and the compass points (N, S, E, W).</li> <li>• Use compass directions to describe places on a map.</li> <li>• Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</li> <li>• Draw a simple sketch map of the local area using symbols to represent human and physical features.</li> <li>• Begin to draw objects to scale (e.g. show the school playground is smaller than the school or school field).</li> <li>• Use an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> <li>• Draw a simple sketch map using symbols agreed upon as a class to make a simple key.</li> <li>• Draw a map of a simple well-known route e.g. the journey to school.</li> <li>• Finding a given OS symbol on a map with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Show on a map the oceans nearest the continent they live in.</li> <li>• Locate the continent we live in.</li> <li>• To know what a journey line is.</li> <li>• To follow a journey line using key words such as continents, oceans and compass directions. (on map of the world)</li> <li>• To make my own journey using key words to describe the journey.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and recognise human and physical features of their locality and Kenya from aerial photographs and relate these to maps (includes using google maps and satellite images).</li> <li>• Recognise landmarks of Kenya/Nairobi on aerial photographs and plan perspectives.</li> <li>• Recognise human features of Kenya/Nairobi on aerial photographs and plan perspectives.</li> <li>• Recognise physical features of Kenya/Nairobi on aerial photographs and plan perspectives.</li> </ul>
<p><b>Geographical Enquiry and Fieldwork Skills</b></p> <p><b>QUESTION</b> <b>OBSERVE</b> <b>MEASURE</b> <b>RECORD</b> <b>PRESENT</b></p>	<p><b>Question:</b> Recognising there are different ways to answer a question. Asking and answering simple questions about data.</p> <p><b>Observe:</b> Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p> <p><b>Measure:</b> Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</p> <p><b>Record:</b> Classifying the features they notice into human and physical. Taking digital photographs of geographical features in the locality.</p>	<p><b>Question:</b> Asking and answering questions about what they see on world maps.</p> <p><b>Observe:</b> commenting on the size of different continents, the number of countries and physical features they might notice.</p> <p><b>Compare:</b> population size, number of countries and size of different continents. Can children suggest reasons for different population size?</p>	<p><b>Question:</b> Asking and answering questions about features they see on aerial photographs and maps.</p> <p><b>Observe:</b> commenting on the features they see on aerial photographs and maps.</p> <p><b>Compare:</b> Compare geographical features of Kenya and the UK using their existing observations, maps and photographs. (Borehamwood and Nairobi).</p>

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	<b>Present:</b> Presenting data in simple tally charts or pictograms and commenting on what the data shows.							
<b>Fieldwork Opportunity</b>	<p><b>Local walk around Borehamwood to identify physical and human features.</b></p> <p>To use simple fieldwork and observational skills to study their local environment by identifying human and physical features of Borehamwood.</p> <p>Drawing symbols on an ordinance survey map, plotting a route from one local destination to another (safest route to school).</p> <p>Home Learning opportunity to explore routes.</p>							
<b>Vocabulary</b>	Compass Direction Fieldwork Map symbols Key	School Office House Shop Railway station Leisure Centre Environment Local area	Hospital Footpath Main road Route Journey	Continent Ocean Africa Antarctica Australasia Europe North America South America	Arctic Ocean Atlantic Ocean Indian Ocean Pacific Ocean Southern Ocean Borders	Population Country Desert Rainforest	Savannah Grassland Woodland Kenya Nairobi Africa Coast Mountains	Desert Climate Human feature Physical Feature Similarities Differences Equator Landmarks
<b>Cross-Curricular Links</b>	<p>Begin a class 'scrapbook' or Borehamwood guidebook for children to record pictures, photographs, maps, tickets, leaflets and any interesting artefacts they find about the local area.</p> <p>English – Hodgeheg instruction writing and how to cross the road safely. Ch visit zebra crossing.</p>			<p>English – class text – Leaf – is there such a thing as a perfect place? Explore where polar bears are found and which continent.</p>			<p>Music – exploring African and Kenyan music and instruments.</p> <p>Science – habitats – explore what habitats would be found in Kenya.</p> <p>Performance poetry – explore poem by a Kenyan poet.</p>	

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## National Curriculum KS2

### **Locational Knowledge:**

- Can 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
- Can 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
- Can 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:**

- Understands 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

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## Human and Physical Geography:

- Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Can describe and understands key aspects of 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:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

Year 3	Volcanoes and Earthquakes	The UK – Map Skills	Brazil vs the UK
Question	Could there be an earthquake in the UK?	What can we find out from a map?	Why should you visit Brazil?
Context	Children will learn about the destructive powers of nature by exploring volcanoes and earthquakes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment. They will use digital mapping to	Children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made regions and cities. They will apply their mapping skills to locate features on a range on different types of maps interpreting different types of keys. They will also sketch features of the UK onto their own maps.	Building on their UK unit, children will children will compare the physical and human geography of the UK with those of Brazil. The children will first explore the continent of South America and the countries it is made up of before zooming in to take a closer look at Brazil. Children will continue to develop their

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	locate where volcanoes and earthquakes occur and consider how likely it would be to have an earthquake in the UK. The children will also carry out a fieldwork investigation linked with their Science learning where they will be observing and recording the location of rocks on the school grounds.	The children find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed.	map skills using atlases and interpret maps of increasing complexity to explore the physical and human features of Brazil. They will explore several enquiry questions before presenting their learning in the form of a travel guide.
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</li> <li>• To know where major plate boundaries and fault lines are located.</li> <li>• To locate the Ring of Fire – around the edge of the Pacific plate.</li> <li>• Describing where volcanoes and earthquakes are located globally.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and locate many of the main cities in the UK.</li> <li>• To know the name of the region that they live in and their closest city.</li> <li>• To name the twelve geographical regions of the UK.</li> <li>• Beginning to locate the twelve geographical regions of the UK.</li> <li>• To know that London and the South East regions have the largest population in the UK.</li> <li>• Can name significant rivers of the UK</li> <li>• Name the seas that some rivers flow into.</li> <li>• Locate significant rivers on a map</li> <li>• Know and can name some of the mountain regions in the UK.</li> <li>• Locate mountain regions in the UK on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• To know where South America is on a world map.</li> <li>• To know the names of the countries and some major cities in South America.</li> <li>• To locate the countries of South America on a map.</li> <li>• To identify which countries are land locked and which have a coast.</li> <li>• Find the oceans surrounding South America and Brazil.</li> <li>• To locate the cities of South America on a map.</li> <li>• To identify some of the human features of Brazil.</li> <li>• To identify some of the physical and geographical features of Brazil.</li> </ul>
<b>Place Knowledge</b>			<ul style="list-style-type: none"> <li>• To compare physical features of Brazil with our area of the UK. <ul style="list-style-type: none"> <li>○ The Amazon River</li> <li>○ The Amazon Rainforest</li> <li>○ Matto Grasso</li> <li>○ Guiana Highlands</li> <li>○ Caatinga</li> <li>○ Iguazu Falls</li> <li>○ Sugarloaf Mountain</li> </ul> </li> <li>• To compare human features of Brazil with our area of the UK. <ul style="list-style-type: none"> <li>○ The Redeemer Statue – Rio de Janeiro</li> <li>○ The Maracana Stadium</li> <li>○ Hercilio Luz Bridge</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>○ Tijuca Forest is a handplanted rainforest</li> <li>○ Salvador and Brasilia</li> <li>○ Cities and Beaches</li> <li>● Describing and beginning to explain similarities between the two regions studied.</li> <li>● Describing and beginning to explain differences between the two regions studied.</li> <li>● Describe how and why humans have responded in different ways to their local environments.</li> <li>● Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>● To know that the Earth is made up of 4 layers. (crust, mantle, outer core and inner core)</li> <li>● To know what is under the Earth’s surface and its role in volcano formation.</li> <li>● Describing how volcanoes are formed. Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes</li> <li>● Describe how and why volcanoes occur.</li> <li>● To name the key parts of a volcano (main vent, crater and magma chamber)</li> <li>● To understand that volcanoes can be active, dormant or extinct.</li> <li>● Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate.</li> <li>● Describe how and why earthquakes occur. Earthquakes are caused by different types of movement in the earth’s tectonic plates.</li> </ul>	<ul style="list-style-type: none"> <li>● Knows what defines a city as opposed to a town</li> <li>● Identify key physical and human characteristics of cities and/or geographical regions in the UK. Mountains, rivers and population.</li> <li>● Can describe the difference in population between cities and rural areas (and suggest possible reasons for this)</li> <li>● Know and can describe how the UK population has changed over time.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• To know that an earthquake is the intense shaking of the ground</li> <li>• Describing how volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</li> <li>• To know the negative effects of living near a volcano.</li> <li>• To know the positive effects of living near a volcano.</li> <li>• To know the negative effects an earthquake can have on a community.</li> <li>• To know ways in which communities respond to earthquakes.</li> </ul>		
<p><b>Map Skills</b></p> <p><i>See Map Skills Progression Doc</i></p>	<p><b>Digital Mapping – use of overlays on Digi maps.</b></p> <ul style="list-style-type: none"> <li>• Locating where the world’s volcanoes are on a map and identifying the ‘Ring of Fire’.</li> <li>• Use the zoom function to locate places.</li> <li>• Use the zoom function to explore places at different scales.</li> <li>• Add a range of annotation labels and text to help me explain features and places.</li> <li>• Locate key earthquake zones.</li> <li>• Locate the ring of fire.</li> <li>• Explore tectonic plate boundaries and where volcanoes and earthquakes occur in relation to these.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to find specific information from an atlas (page numbers and compass rose and index).</li> <li>• Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.</li> <li>• To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</li> <li>• Use the eight compass points to describe the location of the countries, regions and cities of the UK in relation to each other.</li> <li>• understand the necessity of a key and use this to help read maps of increasing complexity</li> <li>• Use keys on a map to identify rivers, mountain ranges, cities and population size.</li> <li>• Use a map or atlas to locate some of the cities of the UK.</li> <li>• Use a map or atlas to locate areas of high ground (mountains)in the UK.</li> <li>• Use a map or atlas to locate rivers in the UK.</li> <li>• Using a blank map to research and map places and features using an atlas.</li> <li>• Draw simple sketch maps using some known symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the necessity of a key and use this to help read maps of increasing complexity</li> <li>• Locate some countries in South America using maps.</li> <li>• Locating some major cities of the countries studied.</li> <li>• Name and locate some of the cities and geographical features of Brazil.</li> <li>• Locating some key physical features in countries studied on a map including significant environmental regions.</li> <li>• Locating some key human features in countries studied.</li> <li>• Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied.</li> <li>• Using a blank map to research, map and label places and features using an atlas.</li> <li>• Mark physical features on a blank map and create a key.</li> </ul> <p><a href="https://www.rgs.org/schools/resources-for-schools/brazil/where-is-brazil-an-identification-of-the-human-and-physical-features">https://www.rgs.org/schools/resources-for-schools/brazil/where-is-brazil-an-identification-of-the-human-and-physical-features</a></p>

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<b>Geographical Enquiry and Fieldwork Skills</b>	<p><b>Question</b> - Beginning to choose the best approach to answer an enquiry question.</p> <p><b>Observe</b> - Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</p> <p>Asking and answering one- step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p><b>RECORD</b></p> <ul style="list-style-type: none"> <li>mapping the location of different rocks in their school grounds</li> <li>take photographs of the different rocks they find</li> <li>observe different rocks and record them digitally</li> <li>use a symbol on a map to show where I found the rocks</li> </ul> <p>Children will be marking, with an 'X', on their map where they find different rocks around the school grounds.</p>			<ul style="list-style-type: none"> <li>Draw a simple sketch map to show geographical features of the UK.</li> </ul> <p><b>Question:</b> Asking and answering one- step and two-step geographical questions.</p> <p><i>What are the differences in population between cities and rural areas?</i></p> <p><i>What are the possible reasons for this?</i></p> <p><i>Why do we think a lot of the larger cities are located near to rivers or the coast?</i></p> <p><i>How has the UK population changed over time? What reasons are there?</i></p> <p><b>Observe</b> – look for patterns and information on a variety of maps.</p> <p><b>Present</b> - Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p>			<p><b>Question and Observe</b></p> <p>Location of different countries in Brazil.</p> <p>Which are land locked? Which have a coast?</p> <p>Does this have an effect on population size?</p> <p>Does the size of a country affect the population size?</p> <p>Can we spot any patterns?</p> <p><b>Record and Present</b> – end of unit ch to present their findings about Brazil in different ways to create a variety of work.</p> <ul style="list-style-type: none"> <li>- A city escape brochure</li> <li>- A beach resort brochure</li> <li>- Natural wonders of Brazil information guide</li> </ul> <p><a href="https://www.rgs.org/schools/resources-for-schools/brazil/what-is-life-like-in-brazil">https://www.rgs.org/schools/resources-for-schools/brazil/what-is-life-like-in-brazil</a></p>			
	<b>Fieldwork Opportunity</b>	<p>Linked with Science. mapping the location of different rocks in their school grounds</p> <p><b>Where have the rocks around school come from?</b></p> <p><b>To observe and record the location of rocks around the school grounds and discuss findings.</b></p> <p>Children identify the rocks using the photographs they took. (sedimentary, igneous and metamorphic)</p>						<p><b>Possible trip opportunity</b></p> <p><a href="https://www.field-studies-council.org/school-courses/investigating-a-local-place-fieldwork/">https://www.field-studies-council.org/school-courses/investigating-a-local-place-fieldwork/</a></p>		
<b>Vocabulary</b>	Layer Crust Mantle Outer core Inner core Tectonic plates Volcano Magma	Main Vent Magma Chamber Ash clouds Lava Active Dormant Extinct Tectonic plate boundaries	Convergent Divergent Transform Epicentre Fault line Negative effects Positive effects	County City Region Mountain Range River Population Migration UK	Manchester Liverpool Bristol Bath Cambridge Oxford Aberdeen Dundee Glasgow	Ben Nevis Snowdon River Thames River Tay River Severn River Bann River Trent River Tay Atlas	North-West North-East South-West South-East location Legend Key symbols Sketch Maps	The Redeemer Statue The Maracana Stadium Hercilio Luz Bridge Tijuca Forest Salvador Brasilia Sao Paulo	Guiana Highlands Caatinga Iguazu Falls Sugarloaf Mountain Similarities Differences Coast	City Country Mountain Ranges Rivers Key Symbols Carnivale Patterns



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	Erupt			London Edinburgh Cardiff Belfast Birmingham	Cork Swansea Newport Gradient	Compass rose Index Eight-point compass	Graph Compare Contrast Similar Different	The Amazon River The Amazon Rainforest Matto Grasso	Land-locked Population	
<b>Cross-Curricular Links</b>	Science – rocks and soils – formation of igneous rock. English – text – Pebble in my Pocket. Art – volcano artwork inspired by Margaret Godfrey			English – Mary Poppins – City of London Maths – recording data using graphs			Music – Brazilian music and sounds of the Rio de Janeiro Carnival. English – Tin Forest – jungle and rainforest setting descriptions. Art – mixed media compositions inspired by work of Henri Rousseau – jungle flora and fauna. English – using persuasive techniques they have learnt to create leaflets/brochure about Brazil.			

Year 4	Rivers and The Water Cycle	Italy vs UK	Land Use and Settlements
<b>Question</b>	<b>Is water a friend or foe?</b>	<b>What makes Italy unique?</b>	<b>What will Borehamwood look like in the future?</b>
<b>Context</b>	Exploring the different ways water is stored and moves, children develop an understanding of the water cycle. They name and map major rivers globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. Children will find out more about why rivers are so important to the towns and villages that have developed on their banks and explore the positive and negative effects of living near a river. The children will also visit a local tributary to carry out fieldwork.	In this unit, children will have the opportunity to explore Northern Italy. They will locate the countries and cities of Europe before taking a closer look at Italy. Using photographs and digital mapping, they will then look in more detail at some of the villages and towns of northern Italy, finding out about the landscape, climate and locations in each area. Children will bring together their learning about northern Italy by comparing it to their own local area. The children will also investigate the impact of tourism on Venice.	Children will take a careful look at the places around them and begin to look for patterns in land use. They will become cartographers, making maps of the local area and identifying land use. They will look at how land use in the local area has changed over time. They will then head back further in time to find out how the towns and cities of the UK first developed. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning to design their own new settlement.
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>To name and locate some of the world's most significant rivers.</li> </ul>	<ul style="list-style-type: none"> <li>To locate and identify the countries of Europe using maps and atlases.</li> </ul>	<ul style="list-style-type: none"> <li>To identify land-use patterns in the UK and understand how these have changed over time.</li> </ul>

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	<ul style="list-style-type: none"> <li>Describing where rivers are located globally.</li> </ul>	<ul style="list-style-type: none"> <li>To locate and identify the capital cities of countries in Europe using maps and atlases.</li> <li>To locate Northern Italy on a map and describe how far it is from where I live.</li> <li>To know that Italy is in southern Europe and borders Switzerland, France, Austria and Slovenia.</li> <li>To locate some of Italy's cities on a map (incl. Venice, Milan, Rome, Turin and Genoa)</li> <li>To know Venice is a city in the Veneto region in north-eastern Italy and that it is located on the coast, bordered by the Adriatic Sea.</li> </ul>	<ul style="list-style-type: none"> <li>To describe land use in urban and rural areas in the UK.</li> <li>To describe how land use in the local area has changed.</li> <li>To discuss why land use may have changed.</li> </ul>
<b>Place Knowledge</b>		<ul style="list-style-type: none"> <li>Identify differences and similarities between a place in Northern Italy and where I live. (physical and human)</li> <li>To reflect on what I have learned about northern Italy and compare this area with the region of the UK where I live.</li> <li>Describe and explain how people who live in a contrasting physical area may have different lives to people in my local area.</li> <li>To compare the climate in an area of Italy to where we live.</li> <li>To identify and explore key physical geographical features of Northern Italy using maps.             <ul style="list-style-type: none"> <li>○ Mountain Ranges (Alps, Dolomites and Apennines)</li> <li>○ Lakes (Garda, Maggiore and Como)</li> <li>○ River Po</li> <li>○ Linguarian Sea and Adriatic Sea.</li> <li>○ Cinque Terre</li> <li>○ Climate</li> </ul> </li> <li>To identify and explore key human geographical features of Northern Italy using maps.             <ul style="list-style-type: none"> <li>○ Milan, Turin, Genoa and Venice.</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>○ Roads, railways and airports.</li> <li>○ Tourism</li> <li>○ Population</li> </ul>	
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Describing how humans use water in a variety of ways.</li> <li>• To describe how the water cycle works.               <ul style="list-style-type: none"> <li>○ The different ways water is stored, moves and how it is recycled.</li> </ul> </li> <li>• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</li> <li>• To know a river is a flowing stream of water that leads to the sea, a lake or another river.</li> <li>• To relate the formation and continuum of rivers to knowledge of the water cycle.</li> <li>• Describe how rivers are formed.</li> <li>• To know the courses and key physical features of a river.</li> <li>• Describing how rivers have an impact upon the surrounding landscape and communities.</li> <li>• Describe different ways a river is used. How do we use rivers?</li> <li>• To know the negative effects of living near a river. Incl. how flooding affects communities and the negative effects of leisure, industry and tourism.</li> <li>• To know the positive effects of living near a river. Incl the positive effects of leisure, industry and tourism.</li> <li>• To know the negative and positive effects a river can have on a community.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the difference between weather and climate. <i>Climate describes what the average weather conditions in a place are like over a long period of time.</i> <i>Weather describes the day to day conditions in a particular place, such as temperature, or whether it's raining or sunny.</i></li> <li>• To know the climate is affected by how far North or South a place is from the Equator.</li> <li>• To know climate can also be affected by altitude, terrain and distance from the ocean.</li> <li>• To know what a village is.</li> <li>• To know what a town is.</li> <li>• To know what the term population means.</li> <li>• To know that location, climate and physical landscape can affect what a village is like.</li> <li>• To compare villages in Northern Italy.</li> <li>• To use different sources of information to investigate and compare different villages in northern Italy.</li> <li>• To use photographs and digital mapping to investigate what a town in northern Italy is like. (Brescia)</li> <li>• To describe the features of Venice.</li> <li>• To explain how Venice is affected by tourism.</li> <li>• Identify the positive and negative impact of tourism on Venice.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the main types of land use. (recreational, transport, agricultural, residential, commercial)</li> <li>• To know some types of settlement (village, town and city).</li> <li>• To explain why settlements develop in certain locations. (needs of early settlers)</li> <li>• To describe and understand types of settlement and land use.</li> <li>• To compare land use in different settlements.</li> <li>• To identify links between settlements using maps.</li> <li>• To design and create a map of a new settlement.</li> <li>• To explain why different locations have different human features.</li> <li>• To explain why people might prefer to live in an urban or rural place.</li> <li>• To know an urban place is somewhere near a town or city.</li> <li>• To know a rural place is somewhere near the countryside.</li> <li>• To know which factors are considered before people build settlements.</li> <li>• To understand how land-use has changed over time using examples.</li> <li>• To explain why a locality has changed over time, giving examples of both physical and human features.</li> </ul>
<p><b>Map Skills</b></p> <p><i>See Map</i></p>	<ul style="list-style-type: none"> <li>• Locate some of the world's most significant rivers and identify any patterns. (Are there any continents without rivers?)</li> <li>• Draw and label the world's rivers on a map of the</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and label some European countries and cities on a blank map of Europe.</li> <li>• Using their maps, ask children to describe the direction they would travel between the cities</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each</li> </ul>

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<p><i>Skills Progression Doc</i></p>	<p>world and create a suitable key to show how they have represented the rivers.</p> <ul style="list-style-type: none"> <li>Identify the location of a river on an OS map.</li> <li>Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> <li>Use atlases, maps, aerial photographs, Google Earth and digital mapping to identify the key features of a river system.</li> <li>Compare maps with aerial photographs.</li> <li>Use a range of maps to research geographical information.</li> <li>Create a sketch map showing the course and features of a river.</li> </ul>	<p>named.</p> <ul style="list-style-type: none"> <li>Identify the oceans and seas which surround Europe.</li> <li>Digital mapping tools can be used to locate Europe, Italy, and the main features of northern Italy.</li> <li>To research a possible route from the UK to northern Italy.</li> <li>To know which direction we would need to travel to get to Italy from the UK.</li> <li>Use the eight compass points to describe the location of countries and cities in Europe and Italy.</li> <li>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</li> <li>I can give direction instructions using the eight compass points</li> <li>Use letter/no. coordinates to locate features on a map</li> <li>confidently.</li> <li>Locate some key physical features of Northern Italy on a map. <ul style="list-style-type: none"> <li>Mark locations on a blank map of the region and create a key to explain the symbols.</li> </ul> </li> <li>Locate some key human features of Italy on a map. <ul style="list-style-type: none"> <li>Mark locations on a blank map of the region.</li> </ul> </li> <li>To use digital mapping to investigate places. <ul style="list-style-type: none"> <li>Add a range of annotation labels and text to help me explain features and places.</li> <li>Highlight an area on a map and measure it using the Area Measurement Tool.</li> <li>Add photographs to specific locations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li> <li>Identifying physical and human features on the OS map of local area to determine the land use.</li> <li>Identify changes in land use using a historical map of the local area. (compare with recent OS map)</li> <li>Identify settlements on aerial photographs and OS maps.</li> <li>Use a range of maps to research geographical information.</li> <li>Create a map of a settlement.</li> <li>Use further known symbols when creating a map.</li> <li>Mapping land use in a small local area using maps and plans.</li> <li>Record fieldwork using simple sketch maps.</li> <li>Draw a simple sketch map to show how land is used (e.g. during fieldwork).</li> <li><b>To create a sketch map to show how land is used.</b></li> <li><b>Create a simple map to show how land is used. (fieldwork)</b></li> <li><b>Use a simple key on a map to see how land is used.</b></li> <li>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork</li> </ul>
<p><b>Geographical Enquiry</b></p>	<p><b>Question:</b> Beginning to choose the best approach to answer an enquiry question. Asking and answering</p>	<p><b>Question:</b> Beginning to choose the best approach to answer an enquiry question. Asking and answering</p>	<p><b>Question:</b> Making a plan for how they wish to collect data to answer an enquiry-based question,</p>

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<p><b>and Fieldwork Skills</b></p> <p><b>QUESTION</b> <b>OBSERVE</b> <b>MEASURE</b> <b>RECORD</b> <b>PRESENT</b></p>	<p>one- step and two-step geographical questions.  <b>Observe:</b> Observing, recording, and naming geographical features in their local environments.  <b>Measure:</b> using simple sampling techniques appropriately.  Record and calculate how quickly the water is flowing during fieldwork.  <b>Record:</b> Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.  <b>Present:</b> Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.  <b>Further Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Locate some of the world’s most significant rivers and identify any patterns. (Are there any continents without a river?)which has the most</li> <li>• Are there any continents without a river? (Antarctica.) Why do you think this is? (Antarctica has no river as it is made of bedrock covered in glaciers. The temperature is below freezing, so the water turns to ice. Therefore, there is no continuous running water on the continent.)</li> </ul>	<p>one- step and two-step geographical questions.  <b>Investigate</b> – study facts and data to answer a question or form a conclusion.  <b>Observe, Measure and Record</b>  Use different sources of information such as maps, climate data and photographs to investigate what a place is like.  Do you think all villages in Northern Italy are the same?  What might be the reasons for any differences?  To investigate what Brescia in Northern Italy is like using a range of sources.  What are the positive and negative effects of tourism on Venice.  <b>Present</b> – draw conclusions from their findings and present in a variety of ways.</p>	<p>with the support of a teacher. Asking and answering one- step and two-step geographical questions.  <b>Observe:</b> Mapping land use in a small local area using maps and plans. Observing, recording, and naming geographical features in their local environments.  <b>Record:</b> Taking digital photos and labeling or captioning them.  Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.  <b>Present:</b> Presenting data using plans, freehand sketch maps, annotated drawings, presentations, writing and digital technologies when communicating Geographical information.  <i>What do people need to consider when deciding where to live?</i>  <i>Suggesting different ways that a locality could be changed and improved.</i>  <i>Can I explain the location of features in my local area?</i>  <i>Could any human or physical features be added to make the area even better?</i>  <i>Were there any patterns in the location of residential or commercial buildings?</i></p>
<p><b>Fieldwork Opportunity</b></p>	<p>Tykes Water is a minor tributary of the River Colne in Hertfordshire. Aberford Park. The secondary Tykes Water, rises to the south of Borehamwood near Yavneh College and runs north through the town, where it has been dammed to produce ornamental lakes in Aberford Park. Before visit – children to locate on a map of local area and identify key landmarks, buildings or green spaces they pass on their way to the river/tributary. Explain visiting tributary of River Colne - explore and explain the different features of the river and find characteristics of the upper, middle and lower courses on maps and google earth. During visit – ch make observations and draw sketches with labels. Explore how people interact with the tributary and how they might have altered the natural features.</p>		<p><b>Land use in local area</b> - Identifying and discussing the location of the physical and human features on a fieldwork trip in the locality.  <b>Can I explain the location of features in my local area?</b>  Ch will work in small groups. Follow a route on an OS map around the local area. Take photos of human and physical features. Mark the features they photograph on their maps by circling them.  Why is there housing here? <i>(Answers may include: there was originally plentiful space to build; so people are close to their place of work or the town centre; for nearby access to transport links, for example, a main road or train station.)</i>  Why are there shops here? <i>(Answers may include:</i></p>

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	<p>Record and calculate how quickly the water is flowing. Take digital photographs of observations to annotate back at school. Ch present findings from fieldwork back at school.</p> <p><b>Helpful links:</b>  <a href="http://colnecan.org.uk">River Colne Catchment Action Network - Description and news (colnecan.org.uk)</a>  <a href="http://rgs.org">primaryfieldworkrivers.pdf (rgs.org)</a></p> <p><b>Alternative Trip:</b>  <a href="https://www.field-studies-council.org/school-courses/rivers-2/">Trip to Lee Valley Wildlife Discovery Centre. https://www.field-studies-council.org/school-courses/rivers-2/</a></p>							<p><i>proximity to nearby housing; to serve local residents; its location in a busy commercial area where there are likely to be more customers.)</i></p> <p>Why is there a place of worship here? (Answers may include: to serve the local community of a particular faith; to serve a previous religious community when the local area was initially developed.)</p> <p>Why do you think the road runs through this area? (Answers may include: to take people into and out of the centre; to connect the local area to other areas; the road was developed along an older historical route.)</p> <p><b>Could any human or physical features be added to make the area even better?</b> (Encourage the children to explain their answers.)</p>		
<b>Vocabulary</b>	Condensation Evaporation Groundwater Precipitation Transpiration Water Vapour Water cycle Ground water	Run off Waterfall Rivers Streams Sea Clouds Droplets Flooding Dam	Pollution Reservoir River banks Leisure Industry Tourism Rapids Meander	Channel Mouth Source Valley Tributaries Upper course Middle course Lower course High ground Hydroelectric Power	Europe Route Border Scale Key Zoom Physical Features Human Features	Settlement Tourism Population Climate Weather Climate Data Landscape Location Village	Architecture Culture Locality Altitude Terrain Sustainable Solution Problems Benefits	Land use Settlement Village Town City Early settlers Healthcare Leisure	Industrial Retail Recreational Transport Agricultural Farming Residential Commercial	Housing Business Rural Urban Symbols Sketch map Key
<b>Cross-Curricular Links</b>	Science – children need to have learnt about the 3 states of matter. Make connections between their geographical understanding and their knowledge of scientific changes of state.				History – following on from unit on Romans. English – tourist guide to Venice/Italy. Guide to sustainability in Venice.			History – early settlers.		

<b>Year 5</b>	<b>India – Trade and Economics</b>	<b>Climate and Time Zones</b>	<b>Energy and Sustainability</b>
<b>Question</b>	<b>Where do our school lunches come from?</b>	<b>Why does Australia celebrate New Year before us?</b>	<b>Is there enough for everyone?</b>
<b>Context</b>	Children will find out about how goods and services are traded around the world. They will explore the UK's trade links with India, finding out about goods imported and exported and the	Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics.	Building on their first unit, Year 5 will explore the needs of a settlement, and the needs of the planet as a whole. They will find out where our energy come from, and look at ways in which natural

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	<p>methods of transport used. The children will calculate trade routes and food miles using a scale bar on a map. The children will also learn about fair trade and why it is important in a global market. The children will then draw together their learning by investigating where their school lunches are sourced from.</p>	<p>By looking more closely at the lines of longitude, children will also develop their understanding of time zones. They will then explore the world's different climate zones. They will apply their learning to answer questions such as, why does Australia celebrate New Year before us and is the Arctic a desert.</p>	<p>resources can be conserved. They will discuss the idea of a carbon footprint and will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p> <p>Fieldwork exploring use of renewable energy in our local area</p>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Can locate India and some of its major cities on a map.</li> <li>• Can locate and describe major imports and exports and their routes, including those of the UK and India.</li> </ul>	<ul style="list-style-type: none"> <li>• To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</li> <li>• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li> <li>• To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</li> <li>• To know that countries near the Equator have less seasonal change than those near the poles.</li> <li>• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li> <li>• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</li> <li>• To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</li> <li>• To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</li> <li>• To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</li> <li>• To understand the position of the Earth in space in relation to the sun and how this affects climate.</li> <li>• label the different climate zones around the world using geographical knowledge to identify which countries are in which zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Map significant energy trading routes.</li> <li>• Explain where electricity is generated in the UK.</li> <li>• Use 4-figure grid references on an OS map to locate and to identify energy related features in the U.K.</li> </ul>

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<b>Place Knowledge</b>		<ul style="list-style-type: none"> <li>Compare the climate zone of the UK with the Arctic. (link to Shackleton’s journey)</li> </ul>	<ul style="list-style-type: none"> <li>To identify and understand how energy is generated in the United States.</li> <li>To use a digital map to identify energy production in an area of Texas. (Midland, Texas – oil) (Stanton wind farm).</li> <li>To identify and understand how energy is generated in the United Kingdom.</li> <li>To use graphs to compare the type of energy consumption of the UK and the US.</li> <li>To compare how the UK and the US produce energy. (Port of Blyth and Midland, Texas)</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>Know and explain the difference between imports and exports.</li> <li>Know and can list some goods exported from the UK.</li> <li>Know and can list some goods imported to the UK.</li> <li>Can name some goods exported from India to the UK</li> <li>Know that the India is the world’s 2nd largest producer and 4th largest exporter of tea in the world.</li> <li>To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</li> <li>To know and can list some products that are fairly traded.</li> <li>To know and describe how goods can be a product of more than one country.</li> <li>To know the UK grows food locally and imports food from other countries.</li> <li>Describe and understand trade links.</li> <li>Understanding the distribution of natural resources both globally and within a specific region or country studied.</li> </ul>	<ul style="list-style-type: none"> <li>To know that climate zones are areas of the world with similar climates.</li> <li>To know the world’s different climate zones (Polar, temperate, arid, tropical/equatorial, Mediterranean, mountain.)</li> <li>Describe and understand the key aspects of the main climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>To know why energy sources are important.</li> <li>Give examples of different sources of energy.</li> <li>To explain how electricity is generated and distributed.</li> <li>To understand the benefits and drawbacks of different energy sources.</li> <li>To explain the difference between renewable and non-renewable energy sources.</li> <li>To know that natural resources can be used to make energy.</li> <li>To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>To discuss what to consider when deciding which energy source to use.</li> <li>To understand that access to natural resources varies in different countries.</li> <li>To understand the importance of conserving energy supplies.</li> <li>To describe and explain how humans can impact the environment both positively and negatively, using examples.</li> <li>To know some positive impacts of humans on the environment.</li> <li>To know some negative impacts of humans on the environment.</li> </ul>
<b>Map Skills</b>	<ul style="list-style-type: none"> <li>Locating some key physical features in countries studied on a map including</li> </ul>	<ul style="list-style-type: none"> <li>Finding the position of the Equator and describing how this impacts our environmental regions.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4-figure grid references on an OS map to locate and to identify energy related features.</li> </ul>



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	<p>significant environmental regions.</p> <ul style="list-style-type: none"> <li>Locating some key human features in countries studied.</li> <li>Locate and describe major imports and exports and their routes, including those of the UK and India.</li> <li>Use digital maps to calculate trade routes and food miles.</li> <li>Use physical and political maps, atlases, globes,</li> <li>Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK.</li> <li>Use a scale bar correctly to measure approximate distances.</li> <li>Use digital maps to calculate trade routes and food miles.</li> <li>Create detailed maps and label physical features through the use of the correct symbols and a key.</li> </ul>	<ul style="list-style-type: none"> <li>Finding lines of latitude and longitude on a globe and explaining why these are important.</li> <li>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</li> <li>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</li> <li>Identifying the position and significance of both the Arctic and Antarctic Circle.</li> <li>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</li> <li>Using longitude and latitude when referencing location in an atlas or on a globe.</li> <li>Explain the position of the equator, the northern hemisphere and the southern hemisphere (in the context of researching countries in different hemispheres).</li> <li>Use latitude and longitude to find places on maps, atlases and globes.</li> <li>Find information in an atlas using the index and simple grid references.</li> <li>Use the eight compass points to describe routes on a map.</li> <li>Know 1:50.000 symbols and some atlas symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Record fieldwork using more developed sketch maps.</li> <li>Use Ordnance Survey symbols when creating a map.</li> <li>Create a simple key for their maps.</li> <li>Create detailed maps and label physical features through the use of the correct symbols and a key.</li> <li>Use agreed and Ordnance Survey symbols.</li> <li>To recognize OS symbols for some human and physical features.</li> <li>To know that grid references help us locate a particular square on a map.</li> <li>Use four figure grid references to locate places on a map.</li> <li>Plan a journey using the eight compass points and four figure grid references.</li> <li>Digital mapping             <ul style="list-style-type: none"> <li>Use grid references in the search function.</li> <li>Use the grid reference tool to record a location.</li> <li>Add photographs to specific locations.</li> </ul> </li> </ul>
<p><b>Geographical Enquiry Skills and Fieldwork</b></p> <p><b>QUESTION</b> <b>OBSERVE</b> <b>MEASURE</b> <b>RECORD</b> <b>PRESENT</b></p>	<p><b>Question:</b> Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.</p> <p><b>Measure:</b> Designing a questionnaire / interviews to collect data Finding answers to geographical questions through data collection.</p> <p><b>Record:</b> Making digital audio recordings for a specific purpose.</p> <p><b>Present:</b> Evaluating evidence collected and suggesting ways to improve this.</p> <p><b>To design and use data collection methods to find where our food comes from.</b></p>	<p>Why does Australia celebrate New Year before us?</p> <p><b>Question:</b> Asking and answering one-step geographical questions.</p> <p><b>Investigate –</b> study facts and data to answer a question or form a conclusion.</p> <p><b>Observe, Measure and Record</b> Use different sources of information such as maps, climate data and photographs to investigate what a place is like.</p>	<p><b>Question:</b> Children to lead direction of enquiry. Develop their own enquiry question/questions based around renewable energy and environmental impact. Choosing the best approach to answering an enquiry question.</p> <p><b>Measure and Record:</b> To know what a range of data collection methods look like. To know how to use a range of data collection methods. Likert Scale, questionnaire, interview, quantitative data, qualitative data.</p> <p><b>Present:</b> Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical</p>

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	<p><b>Are our school lunches locally sourced?</b>          Collect data from an interview.          Analyse information from an interview.          Describe the features of a questionnaire          Children should have the opportunity to interview a staff member about where the food for their school dinners comes from (using the key questions decided in the Attention grabber).          Children could use a device to video or audio record the questions and answers.          Go over what the children have found out about where the food in their school dinners comes from by listening back to the audio or video recordings and asking them to review their notes.          Consider a change people can make to reduce the negative impact of food production.</p>				<p>information.          Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.          Evaluating evidence collected and suggesting ways to improve this.          Analysing quantitative data in pie charts, line graphs and graphs with two variables.  <b>Observe: Use graphs to compare energy consumption of the UK and the US.</b> Energy consumption graph for the United States          Graph of global and UK energy consumption and ask the children how global and UK energy consumption is similar or different to that in the United States.</p>				
<b>Fieldwork Opportunities</b>	<p><b>Collecting data about how school lunches are sourced – conducting interview.</b></p>				<p><b>Local Area Investigation – Renewable Energy</b>          Develop their own enquiry question/questions based around renewable energy and environmental impact.          E.g. The impact of the ULEZ zone.          How many people drive electric cars and their reasons why.          The use of solar panels in our local area.          Where would be the best place to put a solar panel in our school grounds?</p>				
<b>Vocabulary</b>	<p>Trade          Trade links          Fair trade          Global supply chain          Local          Import</p>	<p>Export          Goods          Global          Economy          Distribution          Trading routes</p>	<p>Seasonal          Carbon footprint          Food miles          Consume          Produce          Scale bar</p>	<p>Climate          Climate zones          Equator          Northern          Hemisphere,          Southern          Hemisphere,          Latitude          Longitude</p>	<p>Northern          Hemisphere          Southern          Hemisphere          Tropics of Cancer          Tropics of Capricorn          Arctic Circle          Antarctic Circle          Prime/Greenwich          Meridian</p>	<p>Time zones          Polar          Temperate          Arid          Tropical/equatorial          Mediterranean          Mountain</p>	<p>Energy source          Natural gas          Hydropower          Solar power          Biofuel          Coal          Crude oil          Wind power</p>	<p>Nuclear power          Renewable Non-renewable          Emissions          Dam          Regenerate          Landscape          Ocean tide</p>	<p>Offshore          Onshore          Replenished          Producer          Reliable          Fossil fuel          Consumption</p>
<b>Cross-Curricular Links</b>	<p>English – Jungle Book – set in India.          Writing a leaflet to show the similarities and difference between UK and India.          Design an advertisement poster for a Fairtrade product.</p>			<p>English – Shackleton’s journey          Postcard from a different climate zone or Biome          Maths – time and time zones.</p>		<p>Science – forces and air resistance          English - Persuasive Letter linked to climate change and using more renewable energy sources. Why we should get solar panels.          Maths – data collection and graphs.</p>			

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	Science – living things and their habitats – what can be found in India. Plants and growing – where does our food come from?		
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Year 6	Mountains	North America, Biomes Vegetation Belts	Our Changing World
Question	<b>Why do people visit the Alps?</b>	<b>Is the Arctic a desert?</b>	<b>What will the UK look like in 100 years?</b>
Context	Children find out about the major mountains of the world and the UK, zooming in on an area in the Alps. Children will begin with blank maps of the world and Europe, adding key features and locations as they learn about them. They will find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. They will study the physical and human geography of an alpine region, looking closely at leisure and tourism. They will then evaluate the impact that tourism has. Finally, the children will apply their learning to investigate tourism in the local area, mapping recreational land use and presenting	Children will voyage across the Atlantic to explore the continent of North America and its countries, cities and landscapes. They will locate the 23 countries of North America, from the vast lands of the USA and Canada down through Central America and on to the Caribbean islands. On the way they will learn about the biomes and vegetation belts found in different areas of North America and compare them with their own locality. The children will learn where the Earth's six major biomes are located and how their position on the Earth impacts their climates. They will consider the huge variation that exists within on continent.	Children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes.

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	their findings.		
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• To know the names of some of the world’s most significant mountain ranges.</li> <li>• To use maps to locate some of the world’s most significant mountain ranges.</li> <li>• To locate and name the continent and countries a mountain range is found in.</li> <li>• To locate the Alps on a map.</li> <li>• Use a map to identify the countries the Alps spreads through.</li> <li>• To use Google Earth or Digi Maps to locate Innsbruck using the search and zoom function.</li> <li>• To add Innsbruck to my blank map of Europe. (City in the Alps/Austria)</li> </ul>	<ul style="list-style-type: none"> <li>• To know where North America is on a world map.</li> <li>• To know the names of some countries and major cities in North America.</li> <li>• To know and be able to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America.</li> <li>• To know the location of key physical features in North America.</li> <li>• To know the location of key human features in North America.</li> <li>• To know There are 23 countries in North America, with Canada being the biggest.</li> <li>• Some geographical areas in North America belong to European countries.</li> <li>• To know there are 50 states in the USA.</li> <li>• Greenland is not only the biggest island in North America but also in the world (it is an autonomous territory of the Kingdom of Denmark).</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon).</li> <li>• To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA.</li> <li>• Label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes.</li> <li>• Map and label biomes on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify coastal features of the UK.</li> <li>• Name and identify areas in the UK that have been affected by coastal erosion.</li> <li>• To identify the location of some famous UK coastal features. (Stack Rocks – Wales, Spurn Head – Yorkshire, Caves at Tintagel – Cornwall, The Needles – Isle of Wight, Durdle Door – Dorset)</li> <li>• Explain how the make-up of the United Kingdom has changed over time</li> <li>• Identify how the UK’s borders have changed over time.</li> <li>• Give reasons why the UK’s borders have changed.</li> <li>• Identify and explain how and why the international borders of Europe have changed over time. Link with ww2</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• To locate some of the key physical features of the Alps.</li> <li>• To locate some of the key human features of the Alps.</li> </ul> <p><i>The Alps spread through France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and</i></p>	<ul style="list-style-type: none"> <li>• Compare the climate and biome of the UK with an area in North America.</li> </ul>	

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<b>Human and Physical Geography</b>	<p><i>Slovenia.</i>  <i>Some physical features found in the Alps include mountains, lakes, rivers and glaciers, or specific places, such as Mont Blanc, Lake Worthersee and Pasterze Glacier.</i>  <i>Some human features found in the Alps include the Innsbruck Cable Car, Hohensalzburg Fortress and Chamonix ski resort.</i></p> <ul style="list-style-type: none"> <li>• To understand the human and physical geography of the Alps.</li> <li>• To use an atlas to locate and describe features.</li> <li>• To identify the type of climate in the Alps.</li> <li>• To understand similarities and differences between our local area and an Alpine area (Innsbruck)</li> </ul>		
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• To describe the key features of a mountain range.</li> <li>• Draw a mountain range including the key features they have identified.</li> <li>• Identify a valley, the summit, face, foot, plateau and slope of a mountain.</li> <li>• Identify an outcrop, a ridge the tree line and the snow line.</li> <li>• To know different types of mountains. (Fold Mountains, fault block mountains, volcanic mountains, dome mountains and plateau mountains)</li> <li>• Explain some ways a mountain can be formed.             <ul style="list-style-type: none"> <li>○ Explain what fold mountains are and how they are formed.</li> <li>○ Describe how tectonic plates move together to create fold mountains.</li> <li>○ Describe how fault lines in the Earth's crust move to create mountains.</li> <li>○ Explain what dome mountains are and how they are formed.</li> <li>○ Describe how pressure from magma under the Earth's surface creates dome mountains.</li> <li>○ Explain what plateau mountains are and how they are formed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mexico City is the largest city with more than 9 million people living there.</li> <li>• Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans</li> <li>• The Missouri River is the longest in North America and flows through seven US states.</li> <li>• The Grand Canyon is a unique geographical feature in the USA and hosts more than one biome.</li> <li>• Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.</li> <li>• To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</li> <li>• To know the world's biomes.</li> <li>• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</li> <li>• To understand that a biome is a large area of land defined by its climate, temperature, soil type and</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how water and weather can change the landscape and coastlines.</li> <li>• To know what weathering and erosion mean.</li> <li>• To name different types of weathering.</li> <li>• To describe how different types of weathering change rocks.</li> <li>• To describe how erosion changes rocks.</li> <li>• To explain how erosion can change the landscape.</li> <li>• To explain how weathering can change the landscape.</li> <li>• To understand how coastal features are formed.</li> <li>• To name some features of a coastline.</li> <li>• To explain how erosion and deposition form coastal features.             <ul style="list-style-type: none"> <li>○ To sequence and explain the process of how beaches, bays and arches and stacks are formed.</li> </ul> </li> <li>• Explain how water and weather have changed the coastline of the UK over time.</li> <li>• Explain and describe how the shape of Spurn Head has changed over time.</li> <li>• Describe how a coastline might have looked in the past.</li> <li>• Describe how a coastline might look in the future.</li> </ul>

# Geography Long Term Coverage – Detailed Progression of Skills and Knowledge

	<ul style="list-style-type: none"> <li>○ Describe how erosion creates plateau mountains.</li> </ul> <p>Alps – Innsbruck</p> <ul style="list-style-type: none"> <li>● To know that a tourist is someone who travels for pleasure.</li> <li>● To research Innsbruck and find out about its location, climate, population leisure and transport.</li> <li>● To suggest reasons why tourists visit Innsbruck.</li> <li>● Explain why people might visit mountain regions.</li> <li>● To describe how tourism affects mountain regions.</li> <li>● Describe some of the negative effects of tourism on an area</li> <li>● Describe some of the positive effects of tourism on an area.</li> <li>● Identify ways to limit the damage tourism causes to an area.</li> <li>● Identify who is responsible for limiting the damage tourism can cause.</li> </ul> <p><i>Innsbruck is a city in Austria in the Alps. It is a popular tourist destination all year round. Tourists might visit Innsbruck to go skiing, hiking, climbing, sightseeing, mountain biking or do cultural activities in the city.</i></p>	<p>water.</p> <ul style="list-style-type: none"> <li>● To name the main biomes and their features: rainforest, desert, savannah, grassland, woodland and tundra.</li> <li>● To understand how climate impacts biomes.</li> <li>● To examine which biomes occur at different latitudes.</li> <li>● To explain the difference between climate zones and biomes.</li> <li>● To know vegetation belts are areas of the world which are home to similar plant species.</li> <li>● To name and describe some of the world’s vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland).</li> <li>● Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather</li> <li>● Describe the climates and biomes of different regions across the North America.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify similarities in photographs of a landscape taken at different times.</li> <li>● Identify ways a landscape has changed over time.</li> <li>● Give reasons why a landscape might have changed over time.</li> <li>● To predict how human and physical factors might change the landscape in the future.</li> </ul>
<b>Map Skills</b>	<ul style="list-style-type: none"> <li>● Use the index in an atlas to find mountains.</li> <li>● Locating the world’s most significant mountain ranges on a world map and identifying any patterns.</li> <li>● Locate key areas of higher ground in the UK</li> <li>● To use contours on a map to interpret height and slope.</li> <li>● Use six figure grid references to locate places on a map.</li> <li>● Select the most appropriate map or other source of geographical information for the task.</li> <li>● To know how maps show different levels of elevation (colours and contours)</li> </ul>	<ul style="list-style-type: none"> <li>● Locating major cities of the countries studied.</li> <li>● Identifying significant environmental regions on a map.</li> <li>● Using maps to show the distribution of the world’s climate zones, biomes and vegetation belts.</li> <li>● Find countries in North America on a map.</li> <li>● Use geographical terminology to describe the location and characteristics of a range of places across North America (e.g. equator).</li> <li>● Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</li> </ul>	<ul style="list-style-type: none"> <li>● Use eight compass points and six figure grid references to identify and locate features and places studied.</li> <li>● Select the most appropriate map or other source of geographical information for the task.</li> <li>● Use and compare political maps, atlases, Google Maps/Earth to locate and describe changes in borders and boundaries of countries.</li> <li>● Use physical maps, atlases, globes, Google Maps/Earth to locate and describe coastal features.</li> <li>● Use photographs landscape taken at different times to identify similarities and differences.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Find the height of a peak on a map.</li> <li>• Draw contour lines to show higher ground.</li> <li>• Describe what a hill might look like based on its contours</li> <li>• Use a legend to find areas of higher ground on a map.</li> <li>• Explain different ways areas of higher ground are shown on a map.</li> <li>• To calculate the distance in a straight line from our location in the UK to the Alps Region using the scale bar on a map of Europe (atlas).</li> <li>• To use a calculator to multiply their ruler measurement by the scale factor to estimate the true distance.</li> <li>• To add features to a blank map of the world and Europe as we learn about them, using the correct legend, key and symbols.</li> <li>• To use a topographical map of Europe to find the height of the land above sea level. – add details to blank maps, (colour)</li> <li>• To use Google Earth or Digi maps to locate places in the Alps and place in the correct location on own blank maps.</li> <li>• Use physical and political maps, atlases, globes, Google Maps/Earth and Digi Maps to locate and describe studied human/physical features.</li> <li>• Draw maps of increasing complexity, including using symbols and a key.</li> <li>• Record fieldwork using more complex sketch maps.</li> <li>• Use scale and ratio when drawing a map.</li> <li>• Create detailed maps and label physical and human features through the use of the correct symbols and a key.</li> </ul>	<p>the Greenwich Meridian and time zones, relating these to their climate.</p> <ul style="list-style-type: none"> <li>• Regularly apply latitude, longitude and grid reference skills in relation to places studied</li> <li>• Use physical and political maps, atlases, globes, Digi Maps/ Google Earth to locate, explore and describe studied human/physical features of North America.</li> <li>• To know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates.</li> <li>• To use 6 figure coordinates to describe, locate and search for features.</li> <li>• Select the most appropriate map or other source of geographical information for the task.</li> </ul>	
<b>Geographical Enquiry Skills and Fieldwork</b>	<p><b>Why do people visit the Alps?</b>  <b>Question:</b> Choosing the best approach to answering an enquiry question.</p> <p><b>Observe:</b> Making sketch maps of areas studied including labels and keys where necessary.</p>	<p><b>Is the Arctic a desert?</b>  <b>What biome are we in?</b>  <b>How is it different to other biomes?</b>  <b>Which biome would you like to live in and why?</b></p> <p>Question: Asking and answering two-step geographical questions. Choose the best approach to</p>	<p><b>What will the UK look like in 100 years?</b>  <i>Apply learning to suggest answer to question. Back up with sources and evidence.</i></p> <p><b>Question:</b> Asking and answering two-step geographical questions. Choose the best approach to</p>

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<b>QUESTION OBSERVE MEASURE RECORD PRESENT</b>	<p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data.</p> <p><b>Record:</b> Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.</p> <p><b>Present:</b> Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.</p> <p><b>Comparing the human and physical geography of the local area and Innsbruck, identifying similarities and differences.</b></p> <p><b>To make suggested improvements to the local area.</b></p>			<p>answer question. Investigate – study facts and data to answer a question or form a conclusion. <b>Observe, Measure and Record:</b> Use different sources of information such as a variety of maps, climate data and photographs to investigate what a place is like.</p> <p><b>Present:</b> Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings to support your reasonings. Evaluating evidence collected and suggesting ways to improve this.</p>			<p>answer question. Investigate – study facts and data to answer the question and form a conclusion. <b>Observe, Measure and Record:</b> Use different sources of information such as a variety of maps, data and photographs to investigate what might happen.</p> <p><b>Present:</b> Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings to support your reasonings.</p>		
<b>Fieldwork Opportunities</b>	<p>Children will complete fieldwork in the local area to answer the question, ‘What is there to do in our local area?’ Use an OS map to recognise key physical and human features in the local area. Draw symbols to map recreational land use in the local area on a sketch map. They will OS map of the local area and create their own sketch map with symbols to record what they find. This can be done in small groups.</p>								
<b>Vocabulary</b>	Altitude Avalanche Crust Gorges	Fold mountain Fault-black mountains Volcanic	Ridge Slope Foot Tree line	Biome Equator Latitude Longitude	Fauna Savannah Tundra Rainforest	Climate Arid Equator Latitude	Weathering Erosion Deposition Coastline	Coast Bay Headland Beach	Border Boundary Invasion Empire



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	<p>Hypothermia Lava Magma Summit Tectonic plate</p>	<p>mountains Dome mountains Plateau Mountains Contour lines Summit Face Outcrop</p>	<p>Valley Plateau Sea level Climate Glacier Land height</p>	<p>Hemisphere Climate Precipitation Ecosystem Biodiversity Flora</p>	<p>Grassland Woodland Desert Tropical Temperate Weather</p>	<p>Longitude Vegetation Taiga</p>	<p>Physical weathering Chemical weathering Biological weathering Acid Dissolve Minerals Landscape</p>	<p>Dune Cave Cliff Arch Stack Stump Spit</p>	<p>Union Political Colony Development Regeneration Protection. Physical changes Human changes</p>
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