

Progression in Geography document.

Aim of geography teaching in STGBS: We want children to develop an appreciation of the people and places of the world in which they live. We want them to discover more about the world around them and the variety that exists within it, as well as exploring wider current issues such as sustainability, interdependence and diversity.

Progression in Geography involves:

- **Demonstrating greater fluency of contextual world knowledge of locations, places and geographical features** by drawing on increasing breadth and depth of content and context.
- **Understanding the conditions, processes and interactions that explain features, distribution patterns and changes** over time and space, extending from the familiar and concrete to the unfamiliar and abstract.
- **Making greater sense of the world by organising and connecting information and ideas about people processes and environments** and working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.
- **Developing geographical enquiry**, with increasing independence, range and accuracy, by **observing, collecting, analysing, evaluating** and **communicating** information.

NC ref	<i>Early Years</i>	<i>KS1</i>	<i>Lower KS2</i>	<i>Upper KS2</i>
Ge KS1 1ab KS1 2a Ge KS2 1abc KS2 2a Contextual world knowledge of locations, places and geographical features	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps Explore the natural world around them, making observations and drawing pictures of animals and plants.	Learn simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world	Begin to develop a framework of locational knowledge, including: Places in the local area The UK and wider world Some globally significant physical and human features	Build on Lower KS2 knowledge to show a more detailed and extensive framework of knowledge of the world , including - Globally significant physical and human features - Places in the news
Ge KS1 3abc KS2 3ab Understanding, making connections and explaining patterns and changes in physical and human geography.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Describe places and features using simple geographical vocabulary Identifying some similarities and differences in the environment Begin to find patterns in the environment	Investigate places beyond their immediate surroundings including human and physical features Identify how places change and make links between people and environments With more independence compare places and understand some reasons for similarities and differences	Explain in some detail what a number of places are like, how and why they are different and how and why they are changing Identify some spatial patterns in physical and human geography, the conditions which influence those patterns and the processes which lead to change Make links between places, people and environments

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use and understand geographical language and vocabulary	Geographical language to describe feature or location eg/ hill, woods, beach.	Geographical language to describe feature or location eg/ hill, woods, village, coastline, farmland, cliff	Geographical words linking to topic eg/ settlement, coastal, transport links rivers - meander, flood plain Describe route and direction linking N/S/E/W	Geographical words linking to topic eg/ settlement, coastal, transport links, rivers - meander, flood plain Describe route and direction linking N/S/E/W with degrees on a compass	Geographical words linking to topic eg/ urban, rural, trade, sustainability, rivers-tributary, erosion Describe route and direction linking to 8 compass points N, S, E, W, NW, NE, SE, SW	Geographical words linking to topic eg/ urban, rural, trade, commerce, sustainability, rivers-tributary, erosion, confluence Describe route, direction and location linking to 8 compass points N, S, E, W, NW, NE, SE, SW
Ge KS1 4abcd KS2 4abc Geographical enquiry and fieldwork	Ask simple questions about their immediate environment Use everyday language to talk about positions and distance and to solve problems. Describe their relative position such as behind or next to Use sources such as simple maps, atlases, globes, images and aerial photos Investigate places and environments by asking and answering questions and making observations		Investigate places and environments by asking and responding to geographical questions and making observations Use sources such as maps, atlases, globes, images and aerial photos Express opinions and recognise others may have different points of view		Carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images Express and explain their opinions and recognise why others may have different points of view	
Questioning	Ask geographical questions – What is it like to live in this place?	Ask geographical questions – Where is this place? What is it like? How has it changed?	Ask geographical questions – Where is this location? What do you think about it?	Ask geographical questions – What is this landscape like? What will it be like in the future?	Ask geographical questions – What is this landscape like? How has it changed? What made it change? How is it changing?	Ask geographical questions – What is this landscape like? How is it changing? What patterns can you see?/ How has the pattern changed?

Drawing together evidence	Express own views about a place, people, environment	Express own views about a place, people, environment, location. Give detailed reasons to support own likes' dislikes, preferences	Analyse evidence and draw conclusions eg/ make comparisons between locations using photos/pictures	Analyse evidence and draw conclusions eg/ make comparisons between locations using photos/pictures/maps	Analyse evidence and draw conclusions eg/ temperature of various locations – influence on people	Analyse evidence and draw conclusions. Look at patterns and explain reasons behind it.
Viewpoints	Recognise how places have become the way they are	Recognise how places have become the way they are	Identify and explain different views of people including themselves Hold geographical issues through drama role play	Identify and explain different views of people including themselves Hold geographical issues through drama role play	Identify and explain different views of people including themselves Design and use questionnaires to obtain views of community on subject	Identify and explain different views of people including themselves Give increased detail of views, justification- detailed reasons influencing views
Observations	Observe and record	Observe and record in different ways	Collect and record evidence: field sketch, sketch, brainstorm words	Collect and record evidence: field sketch, sketch, brainstorm words, simple charts, colour coded maps, models.	Collect and record evidence: show questionnaire results in charts, colour coded maps and keys which demonstrate pattern, record measurements	Collect and record evidence: show questionnaire results in charts, colour coded maps and keys which demonstrate pattern, record measurements
Communicating	Communicate in different ways - pictures, pictograms, simple maps, sketches	Communicate in different ways - pictures, pictograms, simple maps, sketches, writing, labelled diagrams	Communicate in ways appropriate to task and audience creating a sense of place eg/ use questionnaires, charts, graphs to show results, model making	Communicate in ways appropriate to task and audience creating a sense of place eg/ use questionnaires, charts, graphs to show results, model making, write views to local newspaper	Communicate in ways appropriate to task and audience eg/ persuasive/informative writing Tour down the Nile, safety leaflet in the event of an earthquake	Communicate in ways appropriate to task and audience eg/ persuasive/informative writing Tour down the Nile, safety leaflet in the event of an earthquake
Mapwork	Make simple maps and plans Explore maps of the local area	Compare 2 settlements Use globes, maps, plans to locate country/draw info from	Draw maps more accurately Plan view (birds eye) Use key accurately Use contents/index to locate info	Draw accurate map – develop more complex key Use contents/index to locate position	Begin to draw in scale Locate info/place with accuracy using grid references Use key to make deductions about landscape/industry	Draw in scale Locate information/place with speed and accuracy using grid references Use key to make deductions about landscape/industry

Geography Knowledge

Geography is taught discretely but is often linked with other subjects such as history, art, science and maths. It is also relevant to the children as local places are an essential component to aid comparison eg Southsea Castle, River Meon, the dockyard, Gunwharf Quays, the Isle of Wight, etc. Fieldwork and mapwork run through all of the foci, ensuring the subject is engaging and active.

NC COVERAGE KS1 Highlighted shows end of unit assessment points.		
Ge1/1a name and locate the world's 7 continents and 5 oceans Ge1/1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Ge1/2a 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 Ge1/3a 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 Ge1/3b&c use basic geographical vocabulary to refer to: b key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather c key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		
Autumn HOT AND COLD PLACES	Spring THE UK AND OUR CITY	Summer BEACHES AND COASTLINES
Ge1/1a name and locate the world's 7 continents and 5 oceans Ge1/3a 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 Ge1/3b&c use basic geographical vocabulary to refer to: b key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather c key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Ge1/1a name and locate the world's 7 continents and 5 oceans Ge1/1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Ge1/3b&c use basic geographical vocabulary to refer to: b key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather c key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Ge1/1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Ge1/3a 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 Ge1/3b&c use basic geographical vocabulary to refer to: b key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather c key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Year 1 Can identify features of hot and cold places. Knows that the UK has 4 seasons. Can name the 7 continents on Earth. Can locate the North and South Pole on a map. Knows where the equator is.	Year 1 Knows what makes Portsmouth important and special. Knows the names of some local towns and cities. Knows the 4 countries that make up the United Kingdom and their capital cities.	Year 1 Knows and can locate some local coastal towns in the UK. Knows human and physical features of beaches and coasts.

	knows the name of some continents including Europe.	Knows the seasonal weather patterns in the UK. Can design own simple picture map.
Autumn HISTORICAL MAP WORK	Spring COMPARING PORTSEA & KOTCHI	Summer
Ge1/1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Ge1/3b&c use basic geographical vocabulary to refer to: b key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather c key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Ge1/1a name and locate the world's 7 continents and 5 oceans Ge1/2a 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 Ge1/3a 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 Ge1/3 use basic geographical vocabulary to refer to: b. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather c. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	No Summer unit, possibility of field work unit moving forward.
Year 2 knows the 4 countries that make up the United Kingdom and their capital cities. knows the physical and human features of London in the past and now. knows similarities and differences between maps today and from the past. knows where The Great Fire of London spread from and to.	Year 2 Know the 7 continents of the world and 5 oceans. Knows which continent the UK is in and India is in. Can name some physical and human features of Portsmouth and Kotchi Can name similarities and differences between the UK and India.	

NC COVERAGE KS2

Highlighted shows end of unit assessment points.

Ge2/1a 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.
Ge2/1b 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
Ge2/1c 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)
GE2/2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Ge2/3 describe and understand key aspects of:

a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
b 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

Autumn SETTLEMENTS

Ge2/1a 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.
Ge2/1b 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.
b describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Spring RIVERS & MOUNTAINS

Ge2/1a 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.
Ge2/1b 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
Ge2/3a describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Summer CASTLES

Ge2/1b 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
Ge2/1c 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)
Ge2/3b describe and understand 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

Year 3
Know world map has changed over millions of years from pangea to present day.
Know what a settlement is.
Know how settlements have changed over thousands of years to modern day.
Know what a settlement needs to be successful.
Know how to identify a suitable site for a settlement and give reasons for this.
Know what makes Portsmouth a good settlement.
Know how settlements differ but can both be successful.

Year 3
Know where Europe is and locate countries and seas in Northern Europe and Scandinavia.
Know how names of places were influenced by Norse words.
Know what a coastline is.
Know Portsmouth is the only island city in the UK and what this means.
Know the similarities and differences between the coastline of Portsmouth and of the Isle of Wight.
Know how the coastline of Portsmouth and the Isle of Wight have changed over time and why.

Year 3
Know where castles are locally and their purpose in the past and today.
Know how they are the same and different.
Know where other castles are located in the UK.
Know why the position of the castle is important.
Know reasons for Southsea Castle's location.
Know the route from school to Southsea Castle.
Know which countries, continents and oceans were explored by Sir Walter Raleigh.

Know settlement features of London and Portsmouth and how these have similarities and differences. Know the capital city and major cities in the UK	Know the features common to rivers and how to identify these. Know the difference between a river and the sea. Know and locate on maps rivers in the UK including River Thames, River Severn, River Wye, River Trent. Know and locate on maps local rivers including River Meon, River Hamble, River Itchen. Know and locate on maps rivers of the world including River Nile, Amazon River, Yangtze River. Know what a mountain is and how it is formed. Know the parts of a mountain, including the peak and the slope. Know and locate mountains in the UK including the Pennines, Scafell Pike, Ben Nevis and Snowdon. Know and locate mountain ranges in the world including American Rockies, South American Andes, Himalayas and the Alps.	
Autumn ITALY, UK AND USA	Spring DESIGNING A COUNTRY	Summer IMPACT OF INDUSTRIAL REVOLUTION
Ge2/1c 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) GE2/2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Ge2/3 describe and understand key aspects of: a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle b 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 AUTUMN	Ge2/1b 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 b 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	Ge2/1c 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) Ge2/3 describe and understand key aspects of: a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle b 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
Year 4 Know where the continent of North America is and where the country the USA is. Know how where this lies in terms of the equator and northern and southern hemisphere.	Year 4 Know the main continents and where they lie in relation to the Tropics of Cancer and Capricorn. Know where the equator lies.	Year 4 Know and locate the main cities in the UK now and in 1900. Know that populations became more dense in cities since industrialisation.

Know that Italy is in Europe and that its capital city is Rome. Know that Washington DC is the capital city of USA. Know other major cities in Italy, UK and USA. Know that Italy is hotter than London due to its position to the equator. Know what the climate is like in different states of USA and why this is. Know that USA, UK and Italy have different climates. Know the terms temperate, arid, tropical and polar. Know the trade, population and famous landmarks and buildings of Italy and USA. Know the rivers, seas, oceans, mountain ranges and deserts in UK, Italy and USA. Know the wildlife inhabiting UK, Italy and USA and how these differ.	Know and name countries in the southern and northern hemispheres and how this can impact climate. Know how climate can affect habitats and biomes. Know and use the features of a river and mountains. Know how humans impact a country through traditions and tourism.	Know that the growth of factories created pollution in cities and continue to do so in industrialising cities in the world today. Identify growth of cities in the UK and the effect on housing, bridges, etc. Know how trains affected the landscape of the UK since industrialisation. Know which countries were affected by imperialism and the growth of the British Empire.
Autumn ATHENS V PORTSMOUTH	Spring VOLCANOES & EARTHQUAKES	Summer WW2 Trade and The Blitz
Ge2/1a 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. GE2/2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Ge2/3 describe and understand key aspects of: a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle b 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	Ge2/1a 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. Ge2/1c 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) Ge2/3 describe and understand key aspects of: a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Ge2/1a 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. Ge2/1b 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 b 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
Year 5 Know where Greece is in the world and Europe. Know that Athens is the capital city of Greece. Know that Athens relies on tourism to support its economy.	Year 5 Know the Earth is made up of different layers, including the core, the mantle and the crust. Know the Earth is made up of tectonic plates.	Year 5 Know where the continents are and the countries involved in WW2 (allied and axis powers).

Know the similarities in buildings, transport, leisure, trade, population between Athens and Portsmouth. Know the physical geography of Athens. Know what is the same and different between the physical geography of Greece and the UK. Know that Portsmouth is split into districts and the names and location of these. Know a compass is used to orientate a map. Know and use symbols of an ordnance survey map.	Know which continents and countries have tectonic plate boundaries under them. Know where the equator, southern and northern hemispheres are. Know the names of famous volcanoes and where and when they erupted. Know the terms dormant, extinct and active. Know the terms composite, shield and dome. Know where most volcanoes are and that this is called the Ring of Fire. Know how volcanoes are formed. Know what it can look like when a volcano erupts. Know what it is like to live near a volcano. Know why earthquakes happen. Know why earthquakes happen. Know how people and the environment are protected from earthquakes. Know what the Richter scale is.	Know the cities and capital cities of the countries involved in WW2. Know which cities were bombed during the Blitz. Know the Blitz refers to the bombing of cities during WW2. Know how Portsmouth and the buildings were impacted by the Blitz. Know where food originates from and where it is/ was imported from in 1939? Know which oceans and seas imports had to be crossed and why this was a problem during the war.
Autumn THE NILE & CAIRO	Spring RAINFORESTS	Summer AFRICA & THE ATLANTIC
Ge2/1a 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. Ge2/1c 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) Ge2/3 describe and understand key aspects of: a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle b 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	Ge2/1a 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. Ge2/1b 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 Ge2/1c 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) GE2/2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Ge2/3 describe and understand key aspects of: a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle b 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	Ge2/1a 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. Ge2/1c 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) Ge2/3 describe and understand key aspects of: a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle b 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

Year 6 Know that Egypt is in the continent of Africa . Know where Egypt is located in relation to the equator and tropics of cancer and capricorn. Know the features of a river. Know how the water cycle works and relate to the River Nile. Know the names and locations of 5 rivers in the UK. Know main facts about 4 rivers in the world (including the Amazon) including the continent and countries they flow through, number of tributaries, etc. Know facts about the River Nile and its features. Know physical features of the Nile - including deserts, vegetation belts, biomes and wildlife. Know human features of the Nile including irrigation, transport, tourism, Aswan dam, etc. Know the impact of human features on the Nile eg/ pollution.	Year 6 Know countries in South America such as Brazil, Mexico, Argentina, Uruguay. Know capital cities of these countries. Know the climate of countries in South America and how this differs from the climate in the UK. Know the physical features of Brazil and Mexico- mountains, rivers, forests, etc. Know how this differs from the physical geography of the UK. Know the human geography of Mexico and Brazil in terms of population, land use, etc. Know where the rainforests are in the world and in relation to the tropics, equator, and southern hemisphere. Know how the proximity to the equator creates perfect conditions needed for these biomes. Know the different layers of the rainforest and the habitats they provide. Know the types of animals and plants that live in the rainforests. Know the uses, products and medicines created from plants in the rainforest. Know what logging and deforestation is. Know that the rainforests are being destroyed which is threatening animal and plant populations. Know that people are working to protect the rainforests in the world.	Year 6 Know main countries involved in the slave trade - Gambia, Senegal, Mali, North America and other European countries. Know where the River Gambia and its use in accessing and transporting slaves. Know how the slave triangle was affected by the position of ports and plantations in England (Bristol, Liverpool and London) and N. America (Southern States) and Caribbean. Know in detail about a country in Africa eg. population, landscape, rivers, climate, work, education, land use, exports, sports. Know how a chosen country in Africa is the same/different to the UK. Know the difference between an ocean and a sea. Know what impact human activity has had on the Atlantic Ocean eg/pollution, over-fishing. Know where the Caribbean Islands are in the world. Know the climate conditions of a tropical island. Know examples of how tropical island differs from a temperate island (the UK).
--	---	---

Example of Year 3/4 scheme with Geographical Enquiry skill (Ge2/ 1.4)

CYCLE 1 - AUTUMN TERM GEOGRAPHY – SETTLEMENTS Ge2/ 1.1b & 1.2 & 1.3b			
Learning Objective	Activity	Fieldwork/Map Skill	Resources and Vocabulary
Can I identify what a settlement is?	Give pupils the word ‘settlement’. Discuss its meaning using the word ‘settle’ as a clue. Show pupils different examples of a hamlet, village, town and city. How do they differ? Size, area, number of buildings, number of people who can live there, types of business, etc.	Investigate places and environments by asking and responding to geographical questions and making observations Use sources such as maps, atlases, globes, images and aerial photos Geographical words linking to topic Analyse evidence and draw conclusions eg/ make comparisons between locations using photos/pictures/maps	Internet Aerial photos, ELS and school library books, postcards <u>Vocab</u> Hamlet Village Town City
Can I identify the reasons why a settlement might grow?	Show children an example of an area that used to be a small settlement using a map (eg/Portsea, HMS Vernon). Show a current map of the area. What has changed/alterd? Identify what are the reasons the area has changed. Pupils to annotate the 2 maps identifying why/how the settlement has grown?	Geographical words linking to topic eg/ settlement, coastal, transport links Ask geographical questions – What is this landscape like? Analyse evidence and draw conclusions eg/ make comparisons between locations using photos/pictures/maps Collect and record evidence: field sketch, sketch, brainstorm words, simple charts, colour coded maps	Maps of local area including historic ones, Internet Aerial photos, ELS and school library books, postcards <u>Vocab</u> Land use Economics/trade/business Natural resources (energy, food, minerals, water)
Can I identify and explain why Portsmouth made a good settlement?	Show some maps of the South Coast of England with Portsmouth identified. Discuss why it made a good place to grow a settlement. -Proximity to water (trade and Navy links)	Investigate places and environments by asking and responding to geographical questions and making observations Use sources such as maps, atlases, globes, images and aerial photos	Maps of local area including historic ones, Internet Aerial photos, postcards. <u>Vocab</u>

	- Close to France - Good climate, South Downs providing shelter for bad weather Pupils to design a PowerPoint (with own maps) on reasons why Portsmouth was an ideal place to grow a settlement- older pupils including a 'pitch' to a developer.	Express opinions and recognise others may have different points of view Hold geographical issues through drama role play Communicate in ways appropriate to task and audience creating a sense of place	Settlement Trade links Navy links Shelter Coastal Climate
Can I identify on a map suitable sites for a settlement?	Pupils to grow a new settlement as people in the Stone Age would have done. They are to be given a map and have to pick the best/worst site on the map to grow a settlement. Maps to have a water source somewhere on it Trees for building materials/shelter Rocky area somewhere on it Marshy/boggy area somewhere on it Justify their choices for best/worst sites	Express opinions and recognise others may have different points of view Geographical words linking to topic Ask geographical questions – What is this landscape like? What will it be like in the future? Draw maps more accurately using a more complex key Plan view	Drawn map of a currently uninhabited area <u>Vocab</u> Settlement Site Water source Map shelter Building materials Marsh
Can I compare 2 contrasting settlements?	Pin up 2 images One of a town/city One of a hamlet/village How do they differ from each other? Discuss in terms of Population Buildings Jobs Transport Pupils to compare and list differences against images in book	asking and responding to geographical questions and making observations Use sources such as maps, atlases, globes, images and aerial photos Geographical words linking to topic Ask geographical questions – What is this Investigate places and environments by landscape like? What will it be like in the future?	Pictures/images <u>Vocab</u> Town/city Hamlet/village Population Buildings Jobs Transport

		Analyse evidence and draw conclusions eg/ make comparisons between locations using photos/pictures/maps	
Can I draw and plan a settlement? Can I build/grow a settlement?	Pupils to draw/plan a Stone Age settlement (History link). They need to think about where to put a water source, tree source, shelter from the elements, fencing to keep animals, protection from invasion, etc. Pupils to then construct their own model of Stone Age settlement, including cress for crops/grass, etc	Draw maps more accurately ad plan view. Use key accurately Collect and record evidence: field sketch, sketch, brainstorm words, simple charts, colour coded maps, models. Communicate in ways appropriate to task and audience creating a sense of place	Card, paint. Newspaper, cotton wool, tissue paper, glue, paper towels, cress