

St Bede’s Catholic Primary School

**Geography**

**Progression Document**

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| **Nursery** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌ - The World** | **Coverage‌ ‌ ‌** |
| **Location knowledge** | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  That the world is made up of different countries  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. | Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world  Know that there are different countries in the world & talk about the differences they have experienced or seen in photos  Name the four countries of the United Kingdom  Name the country that they live in  Understand that not all countries in the world are the same | Big Wide World  Starry Night  Me & My Community |
| **Place Knowledge** | That where they live is unique to them (and their family)  That every house has its own address  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Know that more than one house is in a village or town | Talk about some of the things they have observed in different places  Comment & ask questions about aspects of their familiar world such as the place where they live or the natural world  Make imaginative & complex ‘small worlds’ with blocks & construction kits, such as a city with different buildings & a park | Me & My Community  Dangerous Dinosaurs  Sunshine & Sunflowers  Big Wide World  Sparkle & Shine |
| **Human & Physical Geography** | Explore the natural world around them, making observations and drawing pictures of animals and plants.  Understand that there are key words/vocabulary associated with human and physical geography  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Recognise that we need to change what we do/wear in response to the climate | Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.  That weather changes according to the seasons and where we are in the world  That we need to dress accordingly to keep ourselves safe  Identify seasonal patterns – focusing on plants and animals.  Begin to understand the effect their behaviour can have on the environment  Know simple vocabulary to label visible features of the area around them.  Explore the local area for both the built and the natural environment. | Once Upon A Time  Exploring Autumn  Sparkle & Shine  Starry Night  Winter Wonderland  Dangerous Dinosaurs  Sunshine & Sunflowers  Big Wide World  Puddles & Rainbows |
| **Geography Skills & Fieldwork** | Use a range of sources such as  simple maps, photographs,  magnifiers.  Understand that positional language and directions can tell us where to go | Observe and identify features in the place they live and the natural world.  Find out about their environment and talk about features they like and dislike.  Use diverse range of props, photos, books to notice & talk about similarities & differences  Recognise what a map looks like  Understand that a map is about a place  Recognise that signs and symbols can tell us about a place | Me & My Community  Exploring Autumn#  Big Wide World  Sunshine & Sunflowers  Winter Wonderland  Once Upon A Time  Dangerous Dinosaurs |

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| **Reception** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌ - The World** | **Coverage‌ ‌ ‌** |
| **Location knowledge** | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  That the world is made up of different countries  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. | Observe, find out about and identify features in the place they live and in the natural world.  Find out about their environment and talk about those features they like/dislike.  Use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ’temple’ and ‘synagogue’, to help children make distinctions in their observations.  Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.  Recognise some environments that are different to the one in which they live | Big Wide World  Starry Night  Me & My Community |
| **Place Knowledge** | That where they live is unique to them (and their family)  That every house has its own address  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Know that more than one house is in a village or town | Observe and identify features in the place they live and the natural world.  Talk about features.  Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.  Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’  Recognise some similarities & differences between life in this country & life in other countries | Me & My Community  Dangerous Dinosaurs  Sunshine & Sunflowers  Big Wide World  Sparkle & Shine |
| **Human & Physical Geography** | Explore the natural world around them, making observations and drawing pictures of animals and plants.  Understand that there are key words/vocabulary associated with human and physical geography  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Recognise that we need to change what we do/wear in response to the climate | Explore their local environment and talk about the changes they see.  Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.  Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions  Understand the effect of changing seasons on the natural world around them  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. | Once Upon A Time  Exploring Autumn  Sparkle & Shine  Starry Night  Winter Wonderland  Dangerous Dinosaurs  Sunshine & Sunflowers  Big Wide World  Puddles & Rainbows |
| **Geography Skills & Fieldwork** | Use a range of sources such as  simple maps, photographs,  magnifiers.  Understand that positional language and directions can tell us where to go | Use everyday language to talk about position and distance  Make observations.  Communicate their knowledge through: Discussion, drawing, drama, role play, making models, writing, ICT …  Examine change over time.  Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.  Describe some actions which people in their own community do that help to maintain the area they live in.  Draw information from a simple map  Interpret range of sources of geographical information, including maps, globes, photographs | Me & My Community  Exploring Autumn#  Big Wide World  Sunshine & Sunflowers  Winter Wonderland  Once Upon A Time  Dangerous Dinosaurs |

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| **Year‌ ‌One ‌** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Compare and contrast** | Identify the similarities and differences between two places. | Places can be compared by size, amenities, transport, location, weather and climate. | Our Wonderful World  Bright Lights Big City |
| **Human features and landmarks** | Name and describe the purpose of human features and landmarks. | Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. | Bright Lights Big City |
| **Settlements and land use** | Identify the characteristics of a settlement. | A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. | Bright Lights Big City  *Our Wonderful World*  *Bright Lights*  *School Days* |
| **Geographical Resources** | Identify features and landmarks on an aerial photograph or plan perspective. | An aerial photograph or plan perspective shows an area of land from above. | Our Wonderful World  Bright Lights Big City |
| **Fieldwork** | Carry out fieldwork tasks to identify characteristics of the school grounds or locality. | Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. | Our Wonderful World  Bright Lights Big City  School Days |
| **Physical Features** | Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. | Physical features are naturally-created features of the Earth. | Our Wonderful World  Bright Lights Big City |
| **Climate and Weather** | Identify patterns in daily and seasonal weather. | There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather | Bright Lights Big City |

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| **Significant Places** | Name important buildings and places and explain their importance. | A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. | Bright Lights Big City |
| **Maps** | Draw or read a simple picture map. | A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. | Our Wonderful World  School Days  Bright Lights Big City |
| **Position** | Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other | Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. | Our Wonderful World  Bright Lights Big City |
| **Location** | Locate hot and cold areas of the world in relation to the equator. | Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. | Our Wonderful World |
| **World** | Name and locate the world's seven continents and five oceans on a world map. | A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. | Our Wonderful World |
| **UK** | Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. | The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. | Bright Lights Big City  Our Wonderful World |
| **Geographical Change** | Describe how a place or geographical feature has changed over time | Geographical features can change over time | Childhood  School Days |

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| **Year‌ ‌Two** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Human features and landmarks** | Use geographical vocabulary to describe how and why people use a range of human features. | Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. | Coastline |
| **Settlements and land use** | Describe the size, location and function of a local industry. | Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these. | Coastline |
| **Geographical resources** | Study aerial photographs to describe the features and characteristics of an area of land. | An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). | Coastline |
| **Data analysis** | Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). | Data can be recorded in different ways, including tables, charts and pictograms. | Coastline  *Let’s Explore the World* |
| **Fieldwork** | Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. | Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. | Coastline  *Let’s Explore the World* |
| **Physical features** | Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. | A physical feature is one that forms naturally, and can change over time due to weather and other forces. | Coastline |
| **Environment** | Describe ways to improve the local environment. | The local environment can be improved by picking up litter, planting flowers and improving amenities. |  |
| **Significant places** | Name, locate and explain the significance of a place. | A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef. | Coastline  Magnificent Monarchs |
| **Maps** | Draw or read a range of simple maps that use symbols and a key. | A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. | Coastline  Magnificent Monarchs  *Let’s Explore the World* |
| **Position** | Use simple compass directions to describe the location of features or a route on a map | The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. | Coastline  *Let’s Explore the World* |
| **World** | Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. | An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. | Coastline  *Let’s Explore the World Let’s Explore the World* |
| **Geographical change** | Describe how an environment has or might change over time. | An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding | Coastline |

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| **Year‌ ‌Three** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Compare and contrast** | Classify, compare and contrast different types of geographical feature. | Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations. | Rocks, Relics and Rumbles  Our Planet, our world |
| **Human features and landmarks** | Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location. | Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. | Through the Ages  Our Planet, our world |
| **Settlements and land use** | Describe the type and characteristics of settlement or land use in an area or region. | Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. | Our Planet, our world |
| **Geographical change** | Describe how a significant geographical activity has changed a landscape in the short or long term. | Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. | Rocks, Relics and Rumbles  Our Planet, our world |
| **Geographical change** | Describe the activity of plate tectonics and how this has changed the Earth’s surface over time (continental drift). | The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes | Rocks, Relics and Rumbles  Our Planet, our world |
| **Geographical resources** | Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studies | Maps, globes and digital mapping tools can help to locate and describe significant geographical features. | Rocks, Relics and Rumbles  Our Planet, our world |
| **Data analysis** | Analyse primary data, identifying any patterns observed. | Primary data includes information gathered by observation and investigation. | Our Planet, our world |
| **Fieldwork** | Gather evidence to answer a geographical question or enquiry. | The term geographical evidence relates to facts, information and numerical data. | Rocks, Relics and Rumbles  Our Planet, our world |
| **Natural and man-made materials** | Name and describe the types, appearance and properties of rocks. | There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth’s crust or squashed by the movement of the Earth’s tectonic plates. They are usually very hard and often shiny. | Rocks, Relics and Rumbles |
| **Physical features** | Describe the parts of a volcano or earthquake. | A volcano is an opening in the Earth’s surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth’s surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage | Rocks, Relics and Rumbles  Our Planet, our world |
| **Physical features** | Name and describe properties of the Earth’s four layers. | The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle. | Rocks, Relics and Rumbles  Our Planet, our world |
| **Significant places** | Name and locate significant volcanoes and plate boundaries and explain why they are important. | Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world’s earthquakes and volcanic eruptions happen along the Ring of Fire. | Rocks, Relics and Rumbles |
| **Maps** | Use four-figure grid references to describe the location of objects and places on a simple map. | A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map. | Our Planet, our world |
| **Position** | Use the eight points of a compass to locate a geographical feature or place on a map. | The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. | Rocks, Relics and Rumbles  Our Planet, our world |
| **Location** | Locate significant places using latitude and longitude. | Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. | Rocks, Relics and Rumbles  Our Planet, our world |
| **Physical processes** | Explain the physical processes that cause earthquakes and volcanic eruptions. | Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. | Rocks, Relics and Rumbles  Our Planet, our world |

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| **Year‌ ‌Four** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Compare and contrast** | Describe and compare aspects of physical features. | A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. | Misty Mountain, Winding River! |
| **Human features and landmarks** | Describe a range of human features and their location and explain how they are interconnected. | Human features can be interconnected by function, type and transport links. | Interconnected World  Misty Mountain, Winding River! |
| **Settlements and land use** | Explain ways that settlements, land use or water systems are used in different parts of the world. | Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. | Misty Mountain, Winding River!  Interconnected World |
| **Geographical resources** | Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. | An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. | Misty Mountain, Winding River!  Interconnected World  Invasion |
| **Data analysis** | Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. | Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. | Misty Mountain, Winding River! |
| **Fieldwork** | Investigate a geographical hypothesis using a range of fieldwork techniques. | Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis. | Invasion |
| **Environment** | Describe altitudinal zonation on mountains. | Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life. | Misty Mountain, Winding River! |
| **Physical features** | Identify, describe and explain the formation of different mountain types. | Mountains form over millions of years. They are made when the Earth’s tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth’s crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau. | Misty Mountain, Winding River! |
| **Physical processes** | Use specific geographical vocabulary and diagrams to explain the water cycle. | Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling. | Misty Mountain, Winding River! |
| **Significant places** | Name, locate and explain the importance of significant mountains or rivers. | Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze. | Misty Mountain, Winding River! |
| **Maps** | Use four or six-figure grid references and keys to describe the location of objects and places on a map. | A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. | Misty Mountain, Winding River!  Interconnected World |
| **Position** | Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. | The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). | Misty Mountains  Interconnected World |
| **Location** | Identify the location of the Tropics of Cancer and Capricorn on a world map. | The Tropic of Cancer is 23.4 degrees north of the equator and Tropic of Capricorn is 23.4 degrees south of the equator. | Interconnected World |
| **World** | Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. | The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. | Misty Mountain, Winding River!  Interconnected World |
| **UK** | Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. | Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. | Misty Mountain, Winding River!  Interconnected World |
| **UK** | Identify the topography of an area of the UK using contour lines on a map. | Topography is the arrangement of the natural and artificial physical features of an area. | Misty Mountain, Winding River!  Interconnected World |
| **Geographical change** | Explain how the physical processes of a river, sea or ocean have changed a landscape over time. | Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. | Misty Mountain, Winding River! |

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| **Year‌ ‌Five** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Human features and landmarks** | Describe and explain the location and purpose of transport networks across the UK and other parts of the world. | Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. | Sow, Grow and Farm  Investigating Our World |
| **Settlements and land use** | Describe in detail the different types of agricultural land use in the UK. | Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs. | Sow, Grow and Farm |
| **Geographical resources** | Analyse and compare a place, or places, using aerial photographs. atlases and maps. | Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. | Stargazers |
| **Fieldwork** | Construct or carry out a geographical enquiry by gathering and analysing a range of sources. | A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment. | Sow, Grow and Farm  Investigating Our World  Ground-breaking Greeks |
| **Natural and man-made materials** | Explain how the topography and soil type affect the location of different agricultural regions. | The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion. | Sow, Grow and Farm |
| **Environment** | Name and locate the world’s biomes, climate zones and vegetation belts and explain their common characteristics. | The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. | Sow, Grow and Farm  Investigating Our World |
| **Physical features** | Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. | North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands. | Sow, Grow and Farm |
| **Physical processes** | Describe how soil fertility, drainage and climate affect agricultural land use. | Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced. | Sow, Grow and Farm |
| **Significant Places** | Identify some of the problems of farming in a developing country and report on ways in which these can be supported. | Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced. | Sow, Grow and Farm |
| **Position** | Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy. | Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. | Sow, Grow and Farm  Investigating Our World |
| **World** | Name, locate and describe major world cities. | Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia. | Sow, Grow and Farm  Investigating Our World |
| **Geographical change** | Name, locate and describe major world cities. | Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city. | Sow, Grow and Farm  Investigating Our World |

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| **Year‌ ‌Six** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Compare and contrast** | Describe the climatic similarities and differences between two regions. | Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. | *Frozen Kingdoms* |
| **Human features and landmarks** | Explain how humans function in the place they live. | The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. | *Our Changing World*  *Frozen Kingdoms*  *Maafa* |
| **Settlements and land use** | Describe the distribution of natural resources in an area or country. | Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water. | *Frozen Kingdoms*  *Maafa* |
| **Geographical resources** | Use satellite imaging and maps of different scales to find out geographical information about a place. | Satellite images are photographs of Earth taken by imaging satellites. | *Our Changing World*  *Frozen Kingdoms* |
| **Fieldwork** | Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. | Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. | *Our Changing World*  *Frozen Kingdoms* |
| **Environment** | Explain how climate change affects climate zones and biomes across the world. | Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. | *Our Changing World*  *Frozen Kingdoms* |
| **Physical features** | Compare and describe physical features of polar landscapes. | The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice | *Frozen Kingdoms*  *Maafa* |
| **Maps** | Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. | A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features. | *Our Changing World*  *Frozen Kingdoms* |
| **Position** | Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. | Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. | *Frozen Kingdoms* |
| **Location** | Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). | The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. | *Our Changing World*  *Frozen Kingdoms* |
| **World** | Explain interconnections between two areas of the world. | Geographical interconnections are the ways in which people and things are connected. | *Britain at War* |
| **Geographical change** | Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. | Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries. | *Frozen Kingdoms* |