

Geography Progression in Knowledge and Skills

Golden threads that run through the curriculum and progress from EYFS to Year 6:

- **Where in the world?**
 - **The natural environment.**
 - **Settlements**
 - **Weather/climate**
 - **Marvellous mapping**
 - **Our local area and beyond**
- **(All areas of the Geography curriculum will link to the news and current affairs).**

EYFS			
	Knowledge	Skills	Golden Threads
Locational and Place knowledge	To know where the library/office/playground/field etc in school (immediate environment) To know what a sea/land is through introductions to globes/atlas and maps – discussion of place travelled – UK and overseas. Locating the UK/sea/North Pole (linked to Father Christmas)	<ul style="list-style-type: none"> • Prepositional language • Following and giving simple instructions • Making simple maps • Talking about place • Drawing and following simple maps • Identifying North on a simple compass • Drawing from first-hand experience and observations 	<p>Where in the World? -Where is our school? Where is my house? Where is Mundford/ Gooderstone?</p> <p>Marvellous Mapping- Where is the UK on a world map? Which parts of the world are land/sea? What countries have you visited and how did you get there?</p> <p>Weather and climate- What is the weather like here? Can we describe the weather?</p>
Human and Physical Geography	To know the difference between man-made and natural. To know different types of dwellings.		<p>Settlement –What is it like to live here? Local walk- where do you live? Is it a house, bungalow etc? What materials is you house made from? What are the surroundings of your house like?</p> <p>The natural environment- What materials are natural and man- made?</p>
Fieldwork	To know where school is in relation to		<p>Our local area and beyond – make a map</p>

	<p>their home/the shop/the church (local environment)</p> <p>To get a sense of North.</p>		<p>of the school, Local walk- where do you live? What places do I know in the village?-church, playground/post office/ shops.</p>
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Yr 1

	Knowledge	Skills	Golden Threads
Locational and Place knowledge	<p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</p> <p>Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country –using a picture book or story to set the scene eg. Handa's Surprise</p>	<p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a paper map.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Locate a non European country on a map and undertake a mini study (linked to unit of work) and via continuous provision.</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p>	<p>Where in the World? – begin to develop a sense of continent, travelling across the world, where can you go in a boat? An airplane?- Could be linked famous explorers in History.</p> <p>Marvellous mapping- Can you locate the continents of the world? Which continent do we live in? Which continent is the country you are comparing with the UK located? Can you describe a place on a map using North, South East and West?</p>

<p>Human and Physical Geography</p>	<p>Identify the human and physical features of two different places, using stories and current news/knowledge of the world to add context.</p> <p>Identify seasonal and daily weather patterns in the UK. Know the seasons and the weather associated with them.</p>	<p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season, weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Be able to verbalise and write about similarities and differences between the features of the two localities.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p>Settlement –What is it like to live there? (comparison of Mundford/ Gooderstone and a coastal town)? How does this affect us? What is in our village? What is in a seaside town?</p> <p>The natural nvironment – What is going on in our world?</p> <p>Weather and climate- What is the weather like here? Does it change with the seasons? Do you think the weather is different in different parts of the world? How does the weather change with the seasons?</p>
<p>Fieldwork</p>	<p>Introduction to keys and symbols on maps.</p> <p>To know simple locational language e.g. near and far, left and right.</p> <p>Be able to talk about the similarities and differences in their local environment e.g. between buildings and areas of green, discussing what the uses of these places and spaces might be.</p> <p>To know how to take part in a simple survey e.g. counting cars, dog walkers, parents with pushchairs</p>	<p>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.</p> <p>Study aerial photographs of the school and label it with key features e.g. school, church, park and shops.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Make a simple map.</p> <p>Create an aerial map of the school/local area as a class by using different sized blocks and different shapes to represent roofs and building tops.</p>	<p>Our local area and beyond– Local walks to different contrasting parts of the village.</p> <p>A school trip further away where they can compare and contrast</p> <p>Making memory maps and simple maps using concrete models – eg. Road, maps and toy cars.</p>

Year 2			
	Knowledge	Skills	Golden Threads
Locational and Place knowledge	<p>Name, locate and identify the characteristics of 4 countries and their capital cities including London (from Yr 1)</p> <p>To know and understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non European country, ideally linked to a child or adult's heritage.</p> <p>To continue to develop understanding of keys and symbols on maps.</p>	<p>Use maps and globes to locate the UK. Be able to identify 4 European countries and label the capital cities. Explain the purpose of a capital city and begin to form opinions on how this affects population size.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a contrasting non European country, and ask geographical questions. e.g. Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Where in the World? – A sense of country - What is it like to live in this place? How is this place different to where I live? Where are different European countries in relation to the UK? Can I locate them on a map? Can I locate the capital cities? What is a capital city?</p> <p>Marvellous mapping- Can I identify key symbols on a map? Can I identify what type of land the map shows? Beginning to use Digimaps.</p>
Human and Physical Geography	<p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>To know where the River Thames is (linked to history/Guy Fawkes), locating it within London but also following its flow. To look at how the Thames has changed over time, linked to different sources/pictures.</p>	<p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest.</p> <p>Use basic geographical vocab to refer to key physical features of a river.</p> <p>Use simple aerial photos of the River Thames and make replicas, placing houses, offices etc on it using symbols and keys.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>The natural environment- Comparing hot to cold places, why are these the hottest and coldest places? What are the features of a hot and cold environment?</p> <p>Weather and climate- What is the weather and climate like in these places? How is different from hot to cold environment?</p> <p>Settlement – what is like to live here? London (linked to the River Thames) and contrast to indigenous people of The North Pole</p>

			with a simple comparison around water/living near water.
Fieldwork	<p>Fieldwork to develop knowledge and understanding of the school and local area.</p> <p>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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.</p>	<p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the Rosehill roundabout compared to the school road.</p> <p>Children to make suggestions for the cause of the differences.</p> <p>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.</p>	<p>Our local area and beyond – Village walks following and making simple maps ‘on the go’- looking at the terms city, town, village, farm, house, shops- what type of settlement do we live in? How is it different to a city?</p>
By the end of KS1	<p>Children should know:</p> <ol style="list-style-type: none"> 1. What the 4 points of a compass are 2. The difference between natural and man made 3. Name and locate the world’s 7 continents and 5 oceans, understanding the terms ‘continent’ and ‘sea’ 4. London and where it is 5. Know at least 4 capital cities of 	<p>Children should be able to:</p> <ol style="list-style-type: none"> 1. Locate the continents on a globe or map 2. Use the contents pages and index of an atlas to find a given country 3. Be able to write and talk about similarities and differences in places studied 4. Follow a simple map 5. Make a simple map of their local area 6. Be able to follow/use a simple aerial photo 7. Ask questions about the world and make good attempts to answer them 8. Use all relevant vocab taught so far 9. Use geographical symbols on a map and construct a simple key. 	

	<p>European countries</p> <p>6. Know all 4 seasons and the weather associated with them.</p>	
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Year 3			
	Knowledge	Skills	Golden Thread
Locational and Place knowledge	<p>Building on from KS1 knowledge</p> <p>Use maps, atlases, globes and introduce digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia and Greece as well as looking at North and South America</p> <p>Introduction of climate - Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc) and a contrasting place eg. The Rainforest Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks of these places through a simple comparison study.</p> <p>Introduction of Time Zones including Greenwich meantime .Recap the position of the Equator but now know that its affects the climate. Know the vocabulary of the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Introduction of 2 point grid reference</p>	<p>Building on from KS1 skills</p> <p>Build on prior knowledge of UK regions by using maps to locate countries of Europe. Developing use of keys and symbols.</p> <p>Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p> <p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm.</p> <p>Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Critically study photographs – do they think these were taken close to the Equator or further away?</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p>	<p>Where in the world are we? – A greater understanding of the locational Geography of Europe-(identify Greece, linked to History) and a contrasting place and climate building on prior knowledge.</p> <p>Weather and climate- From the study above, compare different environmental regions of Europe- how are they different? Why do you think this? Building on prior knowledge of Equator- to know that countries around the equator have the warmest climates- Introducing the Tropic of Cancer and Tropic of Capricorn- what is the climate like in countries between these?</p> <p>Marvellous mapping- Using maps to identify mountainous areas, urban and rural areas of Europe- using keys and symbols extending on prior knowledge of using keys and symbols with maps of the UK. Can I describe on a map how countries are located in comparison to each other using North, South, East and West? Using map reading</p>

		Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.	skills and knowledge of keys to compare two different regions.
Human and Physical Geography	<p>MIN STUDY - Study of volcanoes – causes, effects linked to study of Pompeii (linked to History) plus a current, active Volcano.</p> <p>Develop knowledge of climate and time zone.</p> <p>Develop knowledge of climate by identifying climate of the location of the volcano.</p> <p>Develop knowledge of time zones, location in comparison to the Equator through study of a volcano.</p>	<p>Locate places in the world where volcanoes occur.- naming the continent and country and rivers of that place.</p> <p>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, make models, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes.</p> <p>Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p> <p>Ask, research and explain the following questions linked to Pompeii: Why did Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p> <p>Relate land use and trade to settlements.</p>	<p>Settlement – What is like to live here? – Focus on historical and current settlements around Volcanoes. Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?</p> <p>The natural environment – What is going on in our world? Mini study on the Water Cycle.</p>
Fieldwork	<p>Develop and extend knowledge of a compass into the 8 compass points and use them to explain/identify points on a map.</p> <p>Develop and extend 2 point grid references.</p>	<p>Use locational language to describe the location of points on a map of the school/local area.</p> <p>e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.</p> <p>Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are</p> <p>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</p> <p>Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording</p>	<p>Our local area and beyond- A study of our school grounds and local area, introduction of collecting data using photographs, sketches, environmental surveys.</p> <p>Marvellous mapping- Creating our own sketch maps of the school grounds, using a key and symbols.</p>

		<p>a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.</p> <p>Make an aerial plan/map of the school, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).</p>	
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Year 4			
	Knowledge	Skills	Golden Threads
Locational and Place knowledge	<p>Introduction of the difference between the Northern and Southern hemisphere.</p> <p>Develop and extend Understand the term 'climate zones' and identify some differing ones.</p> <p>Introduction of climate change and its implications on the Artic region for example</p> <p>Develop knowledge of digital/computer mapping</p>	<p>Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Locate and label different countries/continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. Use and explain the term 'climate zone'. Ask questions and find out what affects the climate. Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. Children to ask questions about climate change Discover the cause of climate and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this.</p>	<p>Where in the world? Describing and understanding location of countries through the knowledge of the Northern and Southern hemisphere. How do you think life might be different in each hemisphere? Revisit Tropic of Cancer and Capricorn- which is in each hemisphere? Compare two areas of Europe- Italy and the UK?</p> <p>Marvellous Mapping-Can we locate the Northern and Southern hemisphere on a map? What splits the Northern and Southern hemisphere? Can we locate countries in the Northern and Southern hemisphere? Extending mapping skills from 2 point grid referencing to 4 point grid references.</p> <p>Weather and climate- What is the weather like here? Does the weather and climate change in the Northern and Southern hemisphere? What is a climate zone? What are the characteristics of each climate zone? Which climate zone do we live in? How is this different to our area of study? Is the climate changing? Links to climate change.</p>
Human and Physical Geography	<p>Introduction of Biomes and Vegetation belts – eg. Forests, fauna, flora, biomes on fault lines of Earthquakes and the impact of humans in these areas eg. logging/deforestation, eg. Amazon Rainforest.</p> <p>What is an earthquake? What are the causes and effect? Study of a biome before and after an earthquake and the effects.</p>	<p>Produce own pictures and labelled diagrams. Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p>	<p>Settlement – What is it like to live here? What is a biome? What is it like to live in different biomes? – The effects of an Earthquake on the human population, introduction of mass migration. The impact of logging/deforestation on indigenous people.</p> <p>The natural environment – What is going on in our world? What are the different features of each biome? How are the biomes different? A study of the physical Geography of the</p>

			Amazon Rainforest. The Water Cycle and identify simple structure of a River – building on from Yr 3 knowledge in preparation for Yr 5 depth study Rivers - Identifying different types of river, mini study. Introduction to Earthquakes.
Fieldwork	<p>Extend knowledge of 2 point grid reference into 4 point grid reference</p> <p>Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area.</p> <p>Undertake a survey of buildings and materials</p> <ul style="list-style-type: none"> - Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work - Compare shops in the local area with the nearest city centre <p>Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits</p> <p>Introduction of the term – trade.</p> <p>Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has</p>	<p>Design questions and studies to conduct in the local area.</p> <p>Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.</p> <p>Undertake surveys.</p> <p>Conduct investigations.</p> <p>Classify buildings.</p> <p>Use recognised symbols to mark out local areas of interest on own maps.</p> <p>Choose effective recording and presentation methods e.g. tables to collect data.</p> <p>Present data in an appropriate way using keys to make data clear.</p> <p>Draw conclusions from the data.</p>	<p>Our local area and beyond – Design a study of the local area and present data to draw conclusions from. Introducing the idea of trade- How is the land here used compared to a city? Has it changed over time?</p>

	<p>changed over time. Investigate why the land-use has changed</p> <p>Develop and extend use of grid references.</p> <p>Develop and extend knowledge of a compass into the 8 compass points and use them to explain/identify points on a map.</p>		
<p>By the end of Yr 4</p>	<p>In addition to KS1 Children should also know:</p> <ol style="list-style-type: none"> 1. About climate zones and time zones 2. Have begun to consider climate change and its impact. 3. Be able to use a 4 point grid reference 4. Know the 8 compass points. 5. About contrasting places – locally and globally. 6. Know how an Earthquake and Volcano are formed. 7. Know and give an example of a biome. 8. Know something about digital mapping. 9. How to gather information about their local area. 10. What a hemisphere is and what places lie within one. 11. Terms such as logging and deforestation 12. Know the water cycle 	<p>In addition to KS1 children should also be able to:</p> <ol style="list-style-type: none"> 1. Gather and present data in a variety of ways. 2. Ask and answer relevant Geographical questions. 3. Use grid references and compass points accurately. 4. Draw a range of accurate labelled diagrams eg. of the Earth’s crust 5. Use all relevant vocab taught so far 6. Use maps, including digital ones, globes and atlases confidently. 	

	13. Be able to identify simple river structures	
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Year 5			
	Breadth of Study	Skills	Golden Threads
Locational and Place knowledge	<p>Develop and extend Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Africa.</p> <p>Introduction of the idea of Fair Trade</p> <p>Develop and extend Use 4 figure grid references to read maps making connections between the Equator and the tropics and Africa.</p> <p>Identify largest urban areas in Africa and the deserts/plains etc. in order to compare 2 different regions in Africa, rural/urban.</p> <p>Develop and extend understanding of climate zones, biomes, time zones.</p> <p>Depth study of the UK: Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. Choose 3 key areas of the UK and look at how land use has changed over time.</p>	<p>Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. countours to identify flattest and hilliest areas of the continent.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Study photos/pictures/maps to make comparisons between locations.</p> <p>Identify and explain different views of people including themselves.</p> <p>Use maps to locate features of the UK e.g. rivers, mountains, large cities.</p> <p>Explain and defend which are physical and which are human features.</p> <p>Label counties, cities, mountains and rivers.</p> <p>Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p>	<p>Where are we in the World? – Understanding of counties and cities developed through an in depth study of a large UK city.</p> <p>Marvellous maps- Can I use maps, globes and digital mapping confidently to locate countries, cities and villages? Can I locate features of the UK on a map- using a key? Mountains, rivers, high ground, cities? Can I label counties of the UK?</p> <p>Weather and climate- Can I draw conclusions on the weather and climate of a country based on its location- is it near the Equator and within the Tropics?</p>
Human and Physical Geography	<p>Develop and extend knowledge of all types of Rivers across the globe, studying one in depth (Nile, linked to History) and the effect on the movement of people.</p> <p>Develop and extend knowledge of the water</p>	<p>Use the language of rivers e.g. erosion, deposition, transportation.</p> <p>Explain and present the process of rivers.</p> <p>Compare how river use has changed over time and research the impact on trade in history.</p> <p>Research and discuss how water affects the</p>	<p>The natural environment- Look at the features of a river- revisit from Yr4, and look at the language of the processes of a river. Look in depth at the water cycle- what is transpiration?</p>

	<p>cycle including transpiration and the links to weather from previous years.</p> <p>Develop and extend understanding Human geography including trade between UK, Europe and the wider world, making historical links to trade in the past over History topics previously studied.</p>	<p>environment, settlement, environmental change and sustainability.</p> <p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade.</p> <p>Study maps and pictures of Victorian London Compare and contrast photos and maps from today. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. Explain and present the differences between Victorian London and present day London. Reflect on the impact trade has on an area and generate ideas for cause and effect.</p>	<p>Settlement –What is like to live there? Look at why people live around large rivers. Comparison of Ancient Egypt/modern Egypt around the River Nile. How has trade changed over time with the Nile? Why is the Nile so important for trade?</p>
Fieldwork		<p>Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features. Visit a river, locate and explain the features. Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times. Study pictures of the river in Victorian times and compare and contrast. Select a method to present the differences in transport in the area today. Record measurement of river width/depth.</p>	<p>Our local area and beyond- A study of a river in the local area- the River Wissey.</p>

Year 6			
	Knowledge	Skills	Golden Thread
Locational and Place knowledge	Develop and extend map work into 6 figure grid references.	Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.	Where in the world? – Following on from the

	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Develop and extend knowledge of the world -On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Children to be able to identify main capital cities/oceans etc.</p> <p>Develop and extend knowledge of the significance of Latitude and longitude.</p> <p>Study of North America -Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks.</p>	<p>Understand how these features may have changed over time. Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</p> <p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Locate the major cities of the world and draw conclusions as to their similarities and differences.</p> <p>Use maps to identify longitude and latitude.</p> <p>Study maps of the USA to identify environmental regions. Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.</p>	<p>study of the UK in Year 5 and how some of its features have changed over time, Year 6 will focus on an in depth study of coastal erosion.</p> <p>In depth study of North America using cumulative knowledge and skills.</p> <p>Marvellous mapping- Can I use 6 figure grid references to locate countries and cities around the world? Can I select the map that I need, that is most appropriate for what I am locating? Can I identify the longitude and latitude of the place I am studying? What does this tell me?</p> <p>Weather and climate- Can I use my knowledge of location within the hemispheres and proximity to the equator to inform my deductions about the climate of the place of study? What is extreme weather? Look at different examples,</p>
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			linking to study of natural disasters.
Human and Physical Geography	<p>Develop and extend understanding of natural disasters – floods, tsunamis, famine – as well as man made disasters and their impact eg. war</p> <p>Study of London settlements pre and post war compared to modern day.</p> <p>Develop and extend understanding of climate change conducting an in depth study of a region of the world.</p> <p>Develop and extend all prior knowledge.</p>	<p>Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p> <p>Study photographs, aerial photographs and maps of London pre war, post war and present day. Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps.</p> <p>Research and present Britain’s export trade. Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?</p>	<p>Settlement – What is like to live there? – eg Haiti Earthquake (2010), Nepal Earthquake (2015), central Italy Earthquake (2016), flooding in Bangladesh, Indonesian Tsunami (2004)- migration and refugees linked to natural disaster/war or events from the past e.g Jews in WW2/Windrush/ or current events e.g movement of people across Europe (link to current news topic)</p> <p>The natural environment – What is going on in our world – in depth study of climate change linked to water eg. melting ice caps, increased global temperatures- Antarctica.</p> <p>Mini study of an environmentalist eg. David Attenborough, Greta Thundberg.</p>
Fieldwork	Fieldwork/traffic study	Undertake a traffic survey of the local main road - tally counting , types of vehicle observed, comparing the traffic flow at different times of the day , parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses	Our local area and beyond – Comparative traffic study linked to unit of work. Contrasting

		<p>Collate the data collected and record it using data handling software to produce graphs and charts of the results.</p> <p>Ask Geographical questions e.g. how is traffic controlled? What are the main problems?</p> <p>Undertake a street/ noise survey of the local road/ high street</p> <p>Undertake a general survey of the local road/ high street:</p> <p>Form and develop opinions e.g. Do the pupils like/ dislike the road/ street</p> <p>Compare road with another busier/ quieter street/ road</p> <p>Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?</p> <p>With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take.</p> <p>Report on the effects of environmental change on themselves and others.</p> <p>Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road.</p> <p>Select methods for collecting, presenting and analysing data</p> <p>Analyse evidence and draw conclusions</p> <p>Be aware of own responsibility in the world</p>	<p>locations in modern times eg. Mundford/ Thetford versus a town in Egypt/North America.</p>
<p>By the end of KS2</p>	<p>In addition to KS1 and LKS2 Children should also know:</p> <ul style="list-style-type: none"> 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 	<p>In addition to KS1 and LKS2 Children should also be able to:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	

	<ul style="list-style-type: none">• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
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