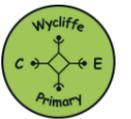


Progression of Knowledge and Skills Geography



Geography skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Teacher-led enquiry to ask and respond to simple closed questions Use information books & pictures as sources of information Investigate surroundings Make observations about where things are (within school or local area)	Children encouraged to ask simple geographical questions: Where is it? What is it like? Use NF books, stories, maps, pictures, photos and internet as sources of information Investigate their surroundings Make appropriate observations about why things happen Make simple comparisons between features of different places	Begin to ask / initiate geographical questions Use NF books, stories, atlases, pictures, photos and internet as sources of information Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions, e.g. make comparisons between two locations using photos, pictures, temperatures in different locations	Ask and respond to questions and offer their own ideas Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions between locations photos, pictures & maps	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions (e.g. compare historical maps of varying scales / e.g. temperature of various locations - influence on people's everyday life)	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations Investigate places with more emphasis on the larger scale Collect and record evidence unaided Analyse evidence and draw conclusions (e.g. from fieldwork data on land use comparing land use / temperature, look at patterns and explain reasons behind it)
Direction / location	Follow simple directions.	Follow directions (up, down, left, right, forwards, backwards)	Follow directions as (Y1 and including NSWE)	Use 4 compass points to follow / give directions Use letter / no. co-ordinates to locate features on a map	Use 4 compass points well Begin to use 8 compass points Use letter/no. co-ordinates to locate features on a map confidently	Use 8 compass points Begin to use 4 figure co-ordinates to locate features on a map	Use 8-point compass points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map Begin to use 6 figure grid references; use latitude and longitude on atlas maps
Drawing maps	Draw and create their own maps using real objects, and/or pictures and symbols.	Draw picture maps of imaginary places and from stories	Draw a map of a real or imaginary place (e.g., add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order Try to make a simple scale drawing	Make a map of a short route experienced with features in correct order Make a simple scale drawing	Begin to identify primary and Begin to draw a variety of thematic maps based on own data	Draw a variety of thematic maps based on their own data Begin to draw plans of increasing complexity
Representation	Look at signs and symbols on different types of maps for example in school, and the local community	Use own symbols on an imaginary map	Begin to understand the need for a key Use class agreed symbols to make a simple key	Know why a key is needed Use standard symbols	Know why a key is needed Begin to recognise symbols on an OS map	Draw a sketch map using symbols and a key Use / recognise OS map symbols	Use / recognise OS map symbols Use atlas symbols
Using maps	Use a simple map with symbols to spot features in the school grounds or in the local community.	Use a simple picture map Recognise that a map represents a place	Follow a route on a map Use a plan view Use an infant atlas to locate places	Locate places on larger scale maps, e.g. of Europe Follow a route on a map with some accuracy (e.g. while orienteering)	Locate places on large scale maps (e.g. find UK or India on a globe) Follow a route on a large-scale map	Compare maps with aerial photographs Select a map for a specific purpose (e.g. pick an atlas to find Taiwan, OS map to find local village) Begin to use atlases to find out about other features of places (e.g. find the wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map Locate places on a world map Use atlases to find out about other features of places (e.g. mountain regions, weather patterns)
Scale / distance	Name and locate different parts of the local community.	Use relative vocabulary (bigger, smaller, like, dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (e.g. find same boundary of a country on different scale maps)	Begin to match boundaries (e.g. find the same boundary of a country on a different scale map)	Measure straight line distance on a plan Find / recognise places on maps of different scales (e.g. River Nile)	Use a scale to measure distances Draw / use maps and plans at a range of scales

Progression of Knowledge and Skills Geography



Perspective	Draw and create their own maps using real objects, and/or pictures and symbols.	Draw around objects to make a plan	Look down on objects to make a plan view map	Begin to draw a sketch map from a high point of view	Draw a sketch map from a high viewpoint	Draw a plan view map with some accuracy	Draw a plan view map accurately
Map knowledge	Name and locate different parts of the local community.	Learn names of some places within & around the UK - home town, cities, countries	Locate and name on UK map major features (e.g., London, River Thames, home location, seas)	Begin to identify points on maps A,B and C	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments
Style of map	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.	Picture maps and globes	Find land / sea on a globe Use teacher drawn base maps Use large scale OS maps Use an infant atlas	Use large scale OS maps Begin to use map sites on the internet Begin to use junior atlases Begin to identify features on aerial / oblique photographs	Use large and medium scale OS maps Use junior atlases Use map sites on internet Identify features on aerial/oblique photographs	Use index and contents pages with atlases Use medium scale land ranger OS maps	Use OS maps Confidently use an atlas Recognise world map as a flattened globe

National curriculum	Early Years	Year 1	Year 2
Locational knowledge <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 	ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –	<u>Why live in a place like this?</u> To explore where Skipton is located To name and locate the four countries of the UK, their capital cities and castles within them <u>Can you have a monkey as a pet in Shipley?</u> To name and locate the four countries and its surrounding seas To name and locate the world's 7 continents and five oceans	<u>Why do we love to be beside the seaside?</u> To recap the four countries of the United Kingdom, its capital cities, it surrounding seas and locate seashores in the UK To recap the seven continents and five oceans and describe their position on the globe
Place knowledge <ul style="list-style-type: none"> 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 		<u>Why live in a place like this?</u> To compare the geographical similarities and differences of Skipton Castle to Himeji Castle in Japan <u>Can you have a monkey as a pet in Shipley?</u> To compare the geographical similarities and differences of Shipley and Mahale in Tanzania	<u>Why do we love to be beside the seaside?</u> To explore a seaside resort in a non-European country (The Caribbean) To compare a seaside resort in The Caribbean and in The UK
Human and physical geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 		<u>Why live in a place like this?</u> To identify the human and physical features of Skipton To use observational skills to compare human and physical features of a town to the countryside To name and locate the features of a castle To know the purpose of a castle and reason for its location <u>Can you have a monkey as a pet in Shipley?</u> To identify seasonal and daily weather patterns in the UK To identify the location of hot and cold areas in the world in relation to the equator and the North and South Poles To identify animal habitats based on knowledge of hot and cold areas in the world To use maps and photographs to describe the geographical features of Shipley	<u>Why do we love to be beside the seaside?</u> To explain the function of features at the seaside To compare similarities and differences of seaside towns in the UK To identify seasonal and daily weather patterns from the UK and The Caribbean in relation to the equator, North and South Pole.

Progression of Knowledge and Skills Geography



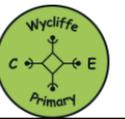
<p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>when appropriate – maps. ELG: The Natural World</p>	<p>To use simple fieldwork and observational skills to study the geography of their local area including key human and physical features To know the location and geographical features of Tanzania using aerial mapping</p>	
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>Why live in a place like this?</u> To explore where Skipton is located To learn directional language To devise a simple map with a key</p> <p><u>Can you have a monkey as a pet in Shipley?</u> To use maps and photographs to describe the geographical features of Shipley To use simple fieldwork and observational skills to study the geography of their local area including key human and physical features To know the location and geographical features of Tanzania using aerial mapping</p>	<p><u>Why do we love to be beside the seaside?</u> To use simple fieldwork and observational skills on a school trip to Filey To devise a simple map of the seaside town visited on our school trip with basic symbols and a key To recap the seven continents and five oceans and describe their position on the globe</p>
<p>Key vocabulary</p>		<p>Key vocabulary</p>	
	<p>Old, young, grandparent, grandma, grandad, family, same, different</p>	<p><u>Why live in a place like this?</u> Locality, Skipton, Yorkshire, Market Town, tourists, canal, castle, barge. Castle, moat, turrets, keep, battlements, tower, human, physical, observe, hill, market, shops, main road, countryside, town, fields, farm, Google maps, map, aerial view, Edinburgh, Windsor Castle, Belfast, Cardiff, United Kingdom, Himeji Castle, Japan</p> <p><u>Can you have a monkey as a pet in Shipley?</u> Globe Map continent ocean sea atlas United Kingdom England Scotland Wales Northern Ireland Shipley Europe North America South America Africa Asia Antarctica Australia Pacific Atlantic South Atlantic Arctic Indian equator north pole south pole hot cold weather seasons summer winter autumn spring wind rain sun snow hail breeze cloudy fog heat hot mild humid map, aerial view Google Maps human physical features (mountains, lake, beach, shops, market, town, compare similarities differences, Tanzania, Mahale National Park</p>	<p><u>Why do we love to be beside the seaside?</u> human features, physical features beach, cliff, coast, hill, mountain, sea, ocean, village, house, port, harbour, shop, seaside, holiday, north, east, south, west, compass, north, south, east, west, equator, north pole, south pole, weather, temperature, route, map, compare, similarities, differences, Caribbean, island</p>
<p>Outcomes</p>		<p>Outcomes</p>	
<p>Can talk about events that have happened in their lives Can talk about events that have happened to family members</p>		<p><u>Why live in a place like this?</u></p> <ul style="list-style-type: none"> I can identify key human features in their local environment to understand different buildings. I can discuss the human and physical geography of a small area of the United Kingdom (Skipton) I can explain what a map is I understand how maps are used. 	<p><u>Why do we love to be beside the seaside?</u></p> <ul style="list-style-type: none"> I can name and locate the world's 7 continents and 5 oceans. I can compare and discuss geographical similarities and differences based on their studies of the human and physical geography of a small area of the United Kingdom (from Year 1), and of a small area in a contrasting non-European country from Year 2.

Progression of Knowledge and Skills Geography

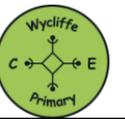


	<p>Some can talk about past and present events in own life</p> <p>Some can give reasons why lives were different in the past</p>	<ul style="list-style-type: none"> I can recognise simple features of map I can use simple symbols on a map I can enquire about the local environment <p>Can you have a monkey as a pet in Shipley?</p> <ul style="list-style-type: none"> I can talk about the seasons and associated weather I can explain that some places are hot and some places are cold I can describe the current weather I can make comparisons between different sorts of weather I can locate the North Pole, South Pole and Equator on a globe/map I can talk about the general weather of certain areas for example deserts, rainforests, polar regions and mountains Can explain that the hotter places tend to be nearer the equator and colder places tend to be further away I can explain what a map is I can understand how maps are used. I can recognise simple features of map and aerial photo I can use simple symbols on a map I can enquire about the local environment I can discuss the human and physical geography of a small area of the United Kingdom. I can compare and discuss some geographical similarities and differences based on their studies of the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. I can name and locate the world's 7 continents and 5 oceans. I can name the 4 countries of the United Kingdom. 	<ul style="list-style-type: none"> I can identify and explain key human features and understand different buildings and their functions. I can explain why maps need keys. I can use simple fieldwork techniques I can use ICT techniques to support understanding of basic map reading. I can use simple compass directions
Applying knowledge		Applying knowledge (End point)	
	<p>Sorting / matching activities</p> <p>Discussions/ circle time</p> <p>Role play</p>	<p>Why live in a place like this?</p> <p>End Point: Using your knowledge of Skipton and the castle, create a short documentary about castles, why they were built, who lives in them and their different features so that you can become a tour guide at Skipton Castle?</p> <p>Can you have a monkey as a pet in Shipley?</p> <p>End Point: Using your knowledge of human and physical features of hot and cold areas, debate whether you can keep a monkey as a pet? Reasons for yes and reasons for no recorded in books.</p>	<p>Why do we love to be beside the seaside?</p> <p>End Point: Using knowledge of the human and physical features of coastal areas, create a travel brochure page for a seaside location.</p>

National curriculum	Year 3	Year 4	Year 5	Year 6
<p>Locational knowledge</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 	<p>What makes the earth angry?</p> <p>Through the use of both globes and 2d mapping, revise the names of and locate each of the continents within the world – including the terms equator, northern and southern hemisphere.</p> <p>To know that it is the plates that lead to earthquakes and volcanoes occurring. To be</p>	<p>Which is the deadliest mountain, Mount Everest or Ben Nevis?</p> <p>To learn about the mountain environment of Mount Everest.</p> <p>To learn about the mountain environment of Mount Elbrus.</p> <p>To learn about the mountain environment of Ben Nevis.</p> <p>To locate mountain ranges in the UK.</p>	<p>Where does water come from?</p> <p>To identify where water is found around the world and how these are created</p> <p>To locate some well-known bodies of water around the world</p>	<p>What's the matter with Rang Tan?</p> <p>To know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map</p> <p>To use a map, a globe and digital mapping effectively to locate continents, countries and cities linked to work on rainforests</p>



<ul style="list-style-type: none"> 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) 	<p>able to use a map and a globe effectively to locate continents, countries and cities linked to their work on volcanoes and earthquakes.</p> <p>To be able to describe the key features noted within a map, such as tectonic plates and the location/frequency of natural disasters.</p> <p>To know and locate volcanoes in each of the continents (Mt Versuvius – Eur, Krakatoa – Oc, Mt Fuji – As, Mt Kilimanjaro – Af, Villarica – S Am, Mt St Helens – N Am, Erebus – An). To know and locate the countries and cities of the volcanoes studied</p> <p><u>Is there enough for everyone?</u> To locate power stations within the UK on a map To know that natural resources are distributed unevenly across the globe. To know that places close to the equator receive more sunlight and rain which means that temperate forest has a more moderate climate along with fertile soil, timber and plenty of wildlife To know that North America, Australia, Asia and Europe have the greatest reserves of coal. To know that Asia and Europe have the greatest reserves of uranium which is used in nuclear power.</p>	<p>To locate some European countries and their mountains To locate mountain ranges in the world</p>	<p>To locate UK rivers and identify their features</p>	<p>To know what is meant by the term ‘tropics’ To be able to locate and label the major rainforests of the world To locate Borneo on a world map To compare the geographical features between the Bornean rainforest, the Amazon rainforest and a local woodland area (St Ives)</p> <p><u>What impact has Salts Mill had on our local area?</u> To use a map, a globe and digital mapping to locate Saltaire and its human and physical characteristics To compare and contrast land use patterns in Yorkshire and Lancashire (focus on textile mills)</p>
<p>Place knowledge</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 in North or South America 	<p><u>What makes the earth angry?</u> To locate a volcano in the UK (Arthur’s Seat). To understand the similarities and differences between volcanoes in the UK, Europe and South America</p> <p>To be able to locate the position of the two of the most recent high impact earthquakes (Haiti and Fukushima). To be able to locate the position of a recent high impact tsunami (Fukushima) To compare and contrast the effects of earthquakes in the UK and North America (Haiti)</p>	<p><u>Which is the deadliest mountain, Mount Everest or Ben Nevis?</u> To compare the mountain environments of Ben Nevis, Mount Elbrus and Mount Everest.</p>	<p><u>Where does water come from?</u> To compare the Danube river (Germany) with that of the Severn (UK) and Volga (Russia).</p>	<p><u>What’s the matter with Rang Tan?</u> To compare the geographical features between the Bornean rainforest, the Amazon rainforest and a local woodland area (St Ives)</p> <p><u>What impact has Salts Mill had on our local area?</u></p>



<p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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 	<p><u>Is there enough for everyone?</u></p> <p><u>What makes the earth angry?</u></p> <p>To be able to label the layers of the Earth (inner core, outer core, mantle and crust). To know that the Earth's crust is made up of tectonic plates and that fault lines exist between the plates.</p> <p>To know that it is the plates that lead to earthquakes and volcanoes occurring. To be able to use a map and a globe effectively to locate continents, countries and cities linked to their work on volcanoes and earthquakes.</p> <p>To know the key geographical features of a volcano. To know the names of the different stages of volcanoes (dormant, active and extinct)</p> <p>To understand the impact on human life for those living near to an active volcano</p> <p>To recap the key geographical causes of an earthquake and volcano. To know and be able to define the term 'tsunami' and understand that these are caused by underwater earthquakes and volcanoes</p> <p><u>Is there enough for everyone?</u></p> <p>To understand that physical geography is able to produce energy (solar power, wind power, hydro power)</p> <p>To know how land use has changed over time, with regards to energy sources (renewable and non-renewable energy)</p> <p>To know that the UK has a lot of natural resources, including fossil fuels for energy, crops for food, and livestock for food as well as clothes.</p> <p>To understand the uneven food distribution across the world (including work from charities e.g. International Red Cross distributing aid packages to prevent malnutrition)</p>	<p><u>Which is the deadliest mountain, Mount Everest or Ben Nevis?</u></p> <p>To learn about the mountain environment of Mount Everest. To learn about the mountain environment of Mount Elbrus. To learn about the mountain environment of Ben Nevis. To know how and when mountains were formed. To learn about the different types of mountains To understand the process of erosion.</p>	<p><u>Where does water come from?</u></p> <p>To recap the water cycle</p> <p>To identify where water is found around the world and how these are created To explain the journey of a river To locate UK rivers and identify their features</p> <p>To understand why rivers are important to humans To understand how humans have an impact on rivers To know what causes and prevents flooding To know the consequences of flooding on the human environment</p>	<p><u>What's the matter with Rang Tan?</u></p> <p>To be able to define the term 'rainforest' and understand that rainforests occur between the tropics</p> <p>To know that a rainforest consists of different layers and be able to describe the features of each of these layers - emergent layer, canopy, understorey, and forest floor</p> <p>To identify the different biomes around the world and the key aspects of their climates</p> <p>To know the animals and plants that live in a rainforest and how communities of people live successfully in rainforests</p> <p>To research the effects of human activity on rainforests and their inhabitants (including deforestation and palm oil)</p> <p>To understand and define the term 'deforestation', its effects on the world (climate change) and how it can be prevented</p> <p>To compare the geographical features between the Bornean rainforest, the Amazon rainforest and a local woodland area (St Ives)</p> <p><u>What impact has Salts Mill had on our local area?</u></p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p> <p>To complete a local area study of Saltaire using ordnance survey mapping (symbols and key), compasses and both 4 and 6 grid references</p> <p>To use independent research to find out facts about Titus Salt and his motivation for building Saltaire</p> <p>To explain how the function of Salts Mill has changed since it was built in the 1850's</p>
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	<p>To know that natural resources are distributed unevenly across the globe.</p> <p>To know that places close to the equator receive more sunlight and rain which means that temperate forest has a more moderate climate along with fertile soil, timber and plenty of wildlife</p> <p>To know that minerals such as iron and tin are very common in areas with strong tectonic activity (where there are volcanoes and frequent earthquakes).</p> <p>To know that the Middle East and Europe has the greatest reserves of Natural gas</p> <p>To know that North America, Australia, Asia and Europe have the greatest reserves of coal.</p> <p>To know that Asia and Europe have the greatest reserves of uranium which is used in nuclear power.</p> <p>To know that not all of these resources are sustainable and that once used up, the supply will eventually run out.</p> <p>To know that because these resources are limited some countries are looking for sustainable alternatives.</p> <p>To know how we can conserve resources through means such as recycling (link to Leeds initiative – bubble bin)</p> <p>To independently research the effects of human geography on the environment and wildlife (plastic pollution)</p>			<p>through a chronological framework including WW1/2</p> <p>To compare and contrast the land use of Saltaire in the 1850's to now</p> <p>To explore the economic activity including trade links of resources associated with Salts Mill</p> <p>To know that Saltaire Village is a World Heritage Site and independently research the tourist opportunities</p> <p>This is a key lesson for the impact of Salts Mill on our local area- Saltaire turned into a tourist area as a result of the mill.</p> <p>To compare and contrast land use patterns in Yorkshire and Lancashire (focus on textile mills)</p> <p>To understand and describe how immigration changed the workforce of mills across Yorkshire and Lancashire</p>
<p>Geographical skills and fieldwork</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p><u>What makes the earth angry?</u></p> <p>To know that it is the plates that lead to earthquakes and volcanoes occurring. To be able to use a map and a globe effectively to locate continents, countries and cities linked to their work on volcanoes and earthquakes.</p> <p>To be able to describe the key features noted within a map, such as tectonic plates and the location/frequency of natural disasters.</p> <p><u>Is there enough for everyone?</u></p>	<p><u>Which is the deadliest mountain, Mount Everest or Ben Nevis?</u></p> <p>To learn about the mountain environment of Mount Everest.</p> <p>To learn about the mountain environment of Mount Elbrus.</p> <p>To learn about the mountain environment of Ben Nevis.</p> <p>To locate mountain ranges in the UK.</p> <p>To locate some European countries and their mountains</p> <p>To locate mountain ranges in the world</p>	<p><u>Where does water come from?</u></p> <p>*Fieldwork: River study- Nell Bank trip*</p> <p>To locate UK rivers and identify their features</p>	<p><u>What's the matter with Rang Tan?</u></p> <p>To know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map</p> <p>To use a map, a globe and digital mapping effectively to locate continents, countries and cities linked to work on rainforests</p> <p>To be able to locate and label the major rainforests of the world</p> <p>To locate Borneo on a world map</p>



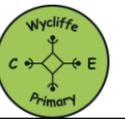
<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>To locate power stations within the UK on a map To know that natural resources are distributed unevenly across the globe.</p>			<p><u>What impact has Salts Mill had on our local area?</u> To use a map, a globe and digital mapping to locate Saltaire and its human and physical characteristics</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods To complete a local area study of Saltaire using ordnance survey mapping (symbols and key), compasses and both 4 and 6 grid references To compare and contrast land use patterns in Yorkshire and Lancashire (focus on textile mills)</p>
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Key Vocabulary

	<p><u>What makes the earth angry?</u> Core, Mantle, Crust, Tectonic Plates, Plate boundary, Rock, Convection currents, Earthquakes, Earthquake, Tidal wave, Tsunami, Richter, Shockwaves, Magnitude, Destruction, Volcanoes, Crust, Magma, Volcanic eruption, Constructive, Destructive, Molten rock, Tectonic plates, Hot spots, Pyroclastic flow, Ash clouds, Volcanic bombs, Lava, Crater, Vent, Magma chamber, Active, Dormant, Extinct, Igneous rocks</p> <p><u>Is there enough for everyone?</u> distribution, resource, natural resource, minerals, reserves, limited, sustainable</p>	<p><u>Which is the deadliest mountain, Mount Everest or Ben Nevis?</u> Plates Plate boundary Plate tectonics Faults/fault lines Fold mountains Block mountains Dome mountain Anticlines Synclines Erosion/weathering Rock Summit Peak Terrain Landscape Mount Everest Ben Nevis (Vocab linked to the location of these mountains)</p>	<p><u>Where does water come from?</u> water transport, evaporation, precipitation, condensation, surface run-off, transpiration), water secure, water scarce; words associated with rivers and processes; floodplain, river mouth and estuary, meander, delta, tributaries, river course, cause and effect, economic cost, retreat, tributaries, undercutting, oxbow lake, mouth, surface runoff channel erosion, sediment, deposition, plunge pool, meander, estuary, delta, adaptation</p>	<p><u>What's the matter with Rang Tan?</u> Rainforests, topics, latitude, longitude, tropics, Tropic of Cancer, Tropic of Capricorn, climate, layers, layers - emergent layer, canopy, understorey, forest floor, deforestation, climate change, inhabitants, palm oil, boreal forest, high altitude, Climate, Climate zone, Vegetation belt, Biome, Tropical rainforests, Deserts, Savanah, Grasslands, Woodland/temperate forests, Tundra</p> <p><u>What impact has Salts Mill had on our local area?</u> symbols, scale, thematic maps, 4/6 figure coordinates, measured plans, cardinal points, data logger, satellite imagery, ordnance survey, scaled drawing, compass, aerial photo, Saltaire, textile mill, immigration, World Heritage Site</p>
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Outcomes

<u>What makes the earth angry?</u>	<u>Which is the deadliest mountain, Mount Everest or Ben Nevis?</u>	<u>Where does water come from?</u>		<u>What's the matter with Rang Tan?</u>
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Progression of Knowledge and Skills Geography

	<ul style="list-style-type: none"> I can locate and name the continents I can locate some countries associated with the school community and discuss their major human and physical features. I can compare and discuss geographical similarities and differences based on their studies of the human and physical geography of a region of the United Kingdom, and compare back to their study of a small area in a contrasting non-European country I can explain the structure of the Earth and how plate tectonics work I can explain how and why earthquakes occur and how this relates to plate tectonics I can explain the damage earthquakes cause I can describe different plate boundaries and how volcanoes form on these I can explain the general structure of a volcano I can explain what a volcanic eruption is like I can explain the different stages of a volcano <p><u>Is there enough for everyone?</u></p> <ul style="list-style-type: none"> I can describe and understand key aspects of natural resources distribution. I can talk about distribution of energy and why it is important. I can talk about the need for natural resources. I can talk about how natural resources influence our daily lives. 	<ul style="list-style-type: none"> I can explain the structure of the Earth and how plate tectonics work I can explain how the different types of mountains are formed and their key features I can name and locate key mountain ranges and describe their features I can explain how erosion and weathering can affect a mountain and its terrain I can describe how mountain environments can be difficult terrains and climates and mountains support a range of plant, animal and human inhabitants. I can compare and discuss geographical similarities and differences based on their studies of the human and physical geography of a contrasting region of Europe: the Alps and the Grampian Mountains I can locate European countries at least France, Spain, Germany and Italy and their capital cities, one other major city, mountains, hills and physical features using atlases and globes. I can locate further significant English counties; e.g. Cumbria, cities; Carlisle. Major physical features; Lake District, mountains Scafell Pike on maps of the UK and recognise some of the human and physical characteristics I can recall facts from Y2 and Y3 about the UK and what makes the earth angry I can use a wide range of maps to identify the UK. Eg world maps. I can use a wide range of resources to support map reading. 	<ul style="list-style-type: none"> I can explain the water cycle using key vocabulary I can explain in sequence and in detail the journey of a river from source to mouth I can explain the different features of a river including waterfalls I can explain why rivers are important for human civilisation and how their use impacts on them I can explain how flooding occurs and the consequences of flooding 	<ul style="list-style-type: none"> I can talk about climate and how it is the weather over a long period of time. I can talk about how the climate varies and reasons why. I can explain that there are different vegetation belts in different parts of the world. I can explain that a vegetation belt is the plant life as a whole within a certain area and that they have distinct types of plants, soil, and weather patterns. I can describe different types of biomes and give examples. I can compare and discuss geographical similarities and differences based on their studies of the human and physical geography of a place in South America, and compare back to their studies of the human and physical geography of a contrasting place in North America and Europe. <p><u>What impact has Salts Mill had on our local area?</u></p> <p>I can create maps and create keys to explain the map in detail I can use a wide range of maps and relate them to one another I can identify and describe OS Maps I can use OS Maps and begin to use six figure coordinates I can draw measured plans using a scale bar confidently I can read and compare map scales I can use plan views</p>
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Applying knowledge (End point)



	<p><u>What makes the earth angry?</u> Using your knowledge of earthquakes, volcanoes and tsunamis create a leaflet to show what makes the Earth angry.</p> <p><u>Is there enough for everyone?</u> End Point: Using your knowledge and skills about natural resources and distribution create a piece of creative writing about: What will our world look like in 50 years? Think about natural resource distribution and the diminishing fossil fuels resources available.</p>	<p><u>Which is the deadliest mountain, Mount Everest or Ben Nevis?</u></p> <p>Using your knowledge of mountains, create a model of the deadliest mountain then label and explain how it has been formed and why it is the most deadly.</p>	<p><u>Where does water come from?</u></p> <p>Using knowledge of how rivers are formed, rivers around the world and bodies of water answer the big question through a video documentary with supporting models.</p>	<p><u>What's the matter with Rang Tan?</u></p> <p>Using knowledge about the habitats of the orang-utan and the geographical issues surrounding this, debate why people should/should not use palm oil.</p> <p><u>What impact has Salts Mill had on our local area?</u> End Point: Using knowledge of the human and physical features of Saltaire and how it has changed over time, create a tourist leaflet with a map to guide tourists</p>
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