

## HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

### GEOGRAPHY PROGRESSION 2024-2025

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about **diverse places, people, resources** and **natural and human environments**, together with a deep understanding of the Earth's key **physical and human processes**. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of **landscapes and environments**. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining **physical and human characteristics** and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key **physical and human geographical features** of the world, how these are **interdependent** and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- **collect, analyse and communicate with a range of data** gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of **sources of geographical information**, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**Threshold Concepts:** Location, Human features, Physical features, Environments, Climate, Physical processes, Interdependence, Resources, Maps, Data and Information.

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Breath of study</b>  ( NC Ref)	<p><b>Our United Kingdom</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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><b>Weather</b> Seasonal and daily weather patterns in UK/hot and cold areas of the world.</p> <p><b>Local Area and Arica</b> Small area of the UK, contrasting small area in non-European countries: (inc comparing climate and weather/ geographical features/homes/ jobs/transport).</p> <p>Use basic geographical vocabulary to refer to: key physical features,</p>	<p><b>Amazing Earth</b> Identify and name continents and oceans in the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Australia</b> 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</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Where in the world...</b> 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> <p><b>Our European Neighbours</b> Compare two European regions: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><b>Rivers and Waterfalls</b> Physical geography, including: rivers, and the water cycle.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>	<p><b>Antarctica and why does Antarctica matter?</b> 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</p> <p><b>The United States of America and the Americas</b> 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</p> <p>Understand geographical similarities and differences through the study of human and</p>	<p><b>Mountain Ranges</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Mediterranean Italy/Greece and Bath.</b> 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.</p> <p><b>Antarctica and why does Antarctica matter?</b> 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</p>	<p><b>South America</b> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>The UK</b> 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</p> <p><b>European Neighbours and the Alps</b> Compare two European regions: Alpine region and Russia Describe and understand key aspects</p>

	including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<p><b>The Local Area</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	methods, including sketch maps, plans and graphs, and digital technologies.	<p>physical geography of a region within North or South America</p> <p><b>Mediterranean Italy/Greece and Bath.</b> 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.</p> <p>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>	Meridian and time zones.	of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
<b>Essential Prior Learning</b>	<p><b>Our United Kingdom EYFS</b> talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Weather</b></p>	<p><b>Amazing Earth</b> Recap the <b>location</b> of the UK, and Europe , North and South poles and equator.</p> <p><b>Australia</b></p>	<p><b>Europe</b> <b>Location</b> of the continents and oceans, poles and equator.</p> <p>Recall the concept of <b>climate</b>, climate zones and the tropics from Australia topic ( should</p>	<p><b>Antarctica and why does Antarctica matter?</b> <b>Location</b> of continents and oceans, poles, equator .</p> <p>Recall world <b>climate</b> zones and the why the</p>	<p><b>Mountain Ranges</b> Recall <b>physical process</b> of water cycle</p> <p><b>Misty Mountain Sierra</b></p> <p>Name and <b>Location</b> of mountain ranges in Europe and US</p>	<p><b>South America</b> Recall all <b>locational</b> knowledge to date</p> <p>Recall and compare <b>human features</b> including population density and urban spread with NYC in US</p>

	<p>Recap <b>location</b> of countries of the UK equator, poles, hot and cold places Recap on <b>EY</b> learning about seasonal changes/ hot cold</p> <p><b>Local area and Africa</b> Recall the <b>location</b> of 4 countries of the UK and the continent of Europe . Recall points of the compass from <b>UK maps, data and information.</b></p> <p><b>Recall</b> definition of a <b>physical</b> and <b>human</b> feature from UK topic, and some examples</p>	<p><b>Location</b> of the continents and oceans, poles and equator.</p> <p>Definition of <b>physical and human features</b> and some examples.</p> <p>Understanding of the concept of <b>weather</b> and compare with <b>climate</b></p> <p>Recap compass points and simple map keys from Hong Kong <b>Maps Data and information</b></p> <p><b>Local Area</b> Recall NSWE and the meaning of weather symbols. Recall the meaning of symbols and keys from previous topics content on <b>maps data and information</b></p>	<p>know tropical, polar and desert climate zones) Know the difference between weather and climate.</p> <p>Recall the concept of <b>physical and human features</b> and some examples from previous topics.</p> <p><b>Rivers and Waterfalls</b> Recall <b>physical features</b> from previous topics and <b>locations</b> of the longest rivers in the UK/ Europe.</p> <p>Recall use of OS maps and keys in Y2 in <b>maps data and information</b></p>	<p>seasons occur from Y1/2</p> <p><b>The United States of America and the Americas Location</b> of world continents, oceans, location of largest capital cities in Europe.</p> <p>Recall key <b>human features</b> and landmarks from Europe.</p> <p>Recall <b>physical features</b> from Y3 locations, and the concept of a biome.</p> <p>Recall features of <b>climate zones</b> from Y3</p> <p>Know the <b>physical processes</b> which underpin lines of latitude and longitude from <b>Mediterranean Italy/Greece and Bath</b> Recall <b>location</b> of European countries and cities</p> <p>Recall key <b>physical</b> and <b>human</b> features of previous location studied ( Alps)</p> <p>Recall <b>interdependence</b> in Antarctica and US topics, how life adapts</p>	<p><b>Physical process</b> of water cycle</p> <p>Recall features of mountain <b>climate</b> and <b>biome</b> from Alps Y3</p> <p>Recall and compare <b>human features</b> with human activity in the rainforest.</p> <p>Compare natural <b>resources</b> with rainforest</p> <p><b>Antarctica and why does Antarctica matter?</b> <b>Location</b> of continents and oceans, poles, equator .</p> <p>Recall world <b>climate</b> zones and the why the seasons occur from Y1/2</p> <p><b>The United States of America and the Americas Location</b> of world continents, oceans, location of largest capital cities in Europe.</p> <p>Recall key <b>human features</b> and landmarks from Europe.</p>	<p>Recall and compare <b>interdependence</b> in mountain and rainforest locations to the African Savannah</p> <p><b>UK</b> Recall <b>location</b> of countries, cities, European capitals, rivers, mountain ranges</p> <p>Recall types of industry and trade as <b>human features</b> ( fair trade)</p> <p>Recall <b>physical features</b> of previous locations studied and how some of these are a natural resource for a country to use or trade ( USA, Fair trade)</p> <p>Recall climate and <b>climate</b> in mountainous location</p> <p>Recall and compare <b>interdependence</b> with Mountains/Antarctica</p>
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Sticky Knowledge	<p><b>Location</b></p> <p>The location of England, Scotland, Wales, N Ireland, the names of capital cities, the English channel, North and Irish seas, capital cities in the UK. Location within continent of Europe</p>	<p><b>Location</b></p> <p>Pupils know and can name the world's continents and oceans as well as the location of Australia in the Southern Hemisphere.</p> <p>Australia's location in relation to its surrounding countries, continents and oceans. The main</p>	<p><b>Location</b></p> <p>Locate Europe's countries and capitals. Locate the world climate zones and Europe's position within them. Locate the Alpine region, River Volga, Rhine River Thames. Know the location of Mt Etna and Vesuvius, Mediterranean Sea, Pyrenees.</p>	<p><b>Location</b></p> <p>South Pole. Antarctica. Antarctic Circle. Southern Ocean.</p> <p>Countries of North America . Major cities, largest lake, longest river, highest mountain in the</p>	<p><b>Location</b></p> <p>Location of the world's rainforests and the location of the Amazon Rainforest within South America</p> <p>Know where the tropics are in relation to the Equator, <b>Tropic of Cancer</b> and <b>Tropic of Capricorn.</b></p>	<p><b>Location</b></p> <p>Location of Kenya and the Masia Mara reserve.</p> <p>Location of worlds' tectonic plates, fault lines, concentration of volcanoes. Location of the "Ring of Fire", Vesuvius and the San Andreas fault.</p>

	<p>Location of Africa and the continent of Asia</p> <p>Location of the Earth's poles and equator</p> <p>The 4 points of the compass.</p> <p><b>Human features</b></p> <p>The definition of a human feature and the meaning of : urban, city, town, village, factory, farm, house, flat, office, port, harbour and shop, transport</p> <p>Location of the main human landmarks in the UK: Stonehenge, the London Eye, Houses of Parliament, Edinburgh Castle. Comparison of human features of Hong Kong, city, town, transport, homes, port</p> <p>Human features of their own town or village and some well known ones in the local area.</p> <p><b>Physical features</b></p> <p>key physical features of the UK , islands, beaches, cliffs , coasts , , beaches, forests, hills,lakes and mountains ,seas, rivers.</p> <p>Physical features of Hong Kong's Islands: harbours, villages, forests, beaches and mountains.</p>	<p>landform regions of Australia, namely desert, coastal areas, grasslands and . Location of the Equator and tropics.</p> <p>Location of the tropics</p> <p>Location of world climate zones.</p> <p>Pupils locate Australia's largest cities and most populated areas.</p> <p><b>Human features</b></p> <p>The growth of <b>population</b> in Australia's cities. The reasons for settlement in coastal areas and the types of homes built in densely populated areas. Compare human features with their own location.</p> <p><b>Physical features</b></p> <p>Key features of Australia's landform regions: lake, desert, mountain ranges.</p> <p><b>Climate</b></p> <p>Concept of climate, climate zones, significance of the the equator on climate, the definition of a desert</p> <p>Two climate zones in Australia: arid, and tropical. Causes of extreme weather events of <b>bushfires and drought</b>. The impact of climate on where people live and everyday life in Australia,</p>	<p>Location of the world's longest rivers, the River Severn and the Thames in the UK. Location of the Angel Falls in Venezuela</p> <p><b>Human features</b></p> <p>Key landmarks of Europe. The population of Europe's largest capital cities. The main traded goods of the UK and other European countries. Understand terms import and export.</p> <p>Humans have used/adapted rivers for energy, water, transportation (trade and leisure) and tourism.</p> <p><b>Physical features</b></p> <p>Understand the term <b>topography</b>. Know what rivers, lakes, mountains and volcanoes are, know the definition of a mountain range and a biome. Know what a glacier is.</p> <p>Understand the term biome and the particular topography, climate, and ecosystems of the Alpine region and the Russian Taiga Forest . Alpine plants have adapted and the ecosystem is unique</p> <p><b>Climate</b></p>	<p>US. Mountain ranges and neighbouring countries.</p> <p>Location of the region around Athens and/or Naples/Pompeii, from global to local</p> <p><b>Human features</b></p> <p>Global warming in Antarctica</p> <p>Land use, urban development and population density in NYC</p> <p>The distribution of population towards coastal states and in cities in the US.</p> <p>Intensive farming in the Midwest US states.</p> <p>The impact of human processes of tourism, migration and agriculture impact on the Mediterranean regions. Compared to own locality.</p> <p><b>Physical features</b></p> <p>Ice shelves, glaciers and icebergs. The mountainous environment of Antarctica and its size and depth.</p> <p>The impact of physical geography, volcanoes, and coastal features volcanic activity in the Bay of Naples.</p>	<p>Location of the World's tectonic plates</p> <p>Location of the world's main mountain ranges and those in the UK. Location of the Himalayas in Asia and Nepal.</p> <p>Location of the world's developed and developing countries Location of Liberia as a case study</p> <p><b>Human features</b></p> <p>Logging, deforestation. <b>Population increase</b> and agriculture in the rainforest</p> <p>Terracing in the mountain valleys of Nepal.</p> <p>Trade, primary, secondary and tertiary industry. Local and global trade technology, transport and communications import and export .Developed and developing countries</p> <p><b>Physical features</b></p> <p>The structure of the rainforest, canopy, emergent layer. The ecosystems of the rainforest. .</p> <p>The structure of a mountain and mountain range , summit, slope, valley ,altitude</p>	<p>Location of the UK's major cities and towns, population distribution, major transport hubs, rail and road routes. Location of main agricultural regions of the UK and their produce. Location of the UK's mountain ranges and largest rivers.</p> <p><b>Human features</b></p> <p><b>Tourism and mass urbanisation</b> have changed life in Kenya.Spread of the city of Nairobi and land use in cities.</p> <p>Population and population distribution of the UK and local area. Settlement, land use, trade and economic activity in the local area and contrasting locality in the North/ Midlands. Shifts from primary and secondary industries to tertiary and changes in land use. Changes over time in industry and land use in local area</p> <p>migration, multiculturalism and ethnicity in the UK</p> <p>Farming types, arable, dairy, market and hill sheep farming and main produce of the UK's regions</p> <p>Home building in earthquake and volcano</p>
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	<p>Physical features of their own town or village and some in the local are such as Wookey Hole caves, Cheddar Gorge</p> <p><b>Climate</b></p> <p>The <b>weather</b> is the conditions of the atmosphere, including <b>temperature, wind and rain</b>. The seasons of the Northern Hemisphere and how they affect the weather, how seasons are caused by earth moving around the sun.</p> <p><b>Maps, data and information</b></p> <p>Compass points NSEW on a world map. Recognise transport links in a city centre map. Recognise the meaning of weather symbols. Interpret rainfall charts and log weather conditions.</p>	<p>such as in Townsville Australia.</p> <p><b>Maps, data and information</b></p> <p>Use globes, atlases and google earth. Identify and label the continents, oceans and climate zones on a world map. Label land regions, main cities and physical features on a map of Australia. Interpret climate and population density maps from Digimaps.</p>	<p>Much of Europe is in the temperate climate zone, but weather varies. Alpine climates are colder, with snow in winter and colder temperatures at higher altitudes. The Taiga is a sub polar climate with a permafrost.</p> <p><b>Physical processes</b></p> <p>The formation and movement of glaciers, and impact of glaciation.</p> <p>Water cycle.</p> <p>Stages of a river. Erosion, transportation, deposition.</p> <p><b>Interdependence</b></p> <p>Know the human impact that flooding has and the negative impact of pollution on rivers.</p> <p>Know how the river is used for washing, fishing and irrigation on the River Zambezi.</p> <p><b>Maps, data and information</b></p> <p>Know 4-figure grid references and standard OS map symbols.</p>	<p>Antarctica as a biome and the bird and sea life of the continent</p> <p>The Grand Canyon as a desert biome.</p> <p><b>Climate</b></p> <p>Antarctica is a frozen desert with very low precipitation.</p> <p>Climate zones in the US vary with latitude and from subtropical in Florida to subpolar in Alaska.</p> <p>The US has desert regions. Know the tropics of Cancer and Capricorn.</p> <p><b>Physical processes</b></p> <p>The formation of glaciers, ice shelves and icebergs in Antarctica.</p> <p>The significance of lines of latitude and longitude and time zones in US and Antarctica</p> <p>The formation of the Grand Canyon. The definition of hurricanes and droughts</p> <p><b>Interdependence</b></p> <p>The importance of Antarctica in providing a habitat for sea life and birds, and regulating the Earth's temperature.</p>	<p>The natural resources of countries determine the types of exports and imports.</p> <p>Know that rainforests are biomes. Some are temperate, others are tropical.</p> <p><b>Climate</b></p> <p>Tropical rainforests are located in the tropics, i.e. close to the Equator. Know the tropics of Cancer and Capricorn.</p> <p>Mountain climate cold and higher altitude means less oxygen</p> <p><b>Physical processes</b></p> <p>Water cycle and rainfall in the rainforest</p> <p>The structure of the world's tectonic plates</p> <p>The formation of fold, dome fault-block, volcano</p> <p>Formation of glaciers and avalanches.</p> <p><b>Interdependence</b></p> <p>Rainforest is a rich and diverse provider of food for humans. The rainforests are used by humans to develop agriculture and use mineral resources. Amazon rainforest produces one- fifth of the world's oxygen.</p>	<p>zones, infrastructure, agriculture.</p> <p><b>Physical features</b></p> <p>Features of the African savannah</p> <p>Topographical features of the UK, rivers, mountains, coasts</p> <p>Main vegetation belts of the UK, moorlands, forests</p> <p>Relief and soil zones of the UK</p> <p>Fault lines, tectonic plates, volcanic and seismic activity.</p> <p>Savannah in Kenya, a grassland with few trees</p> <p>The Masai Mara ecosystem with one of the largest annual animal migrations</p> <p>The ecosystem of British moorlands</p> <p><b>Climate</b></p> <p>Regional climates in the UK and differences in climate in mountainous and coastal areas</p> <p><b>Climate change</b> has changed life in Kenya in the Maasai. Kenya lies on the Equator and has a tropical climate. Rainfall patterns threaten crops</p>
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<p><b>Mapping, data analysis and fieldwork</b></p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. ( p5 Oxford first Atlas)</p> <p>Understand basic symbols on weather maps and interpret simple information about weather, such as rainfall. ( p15 Oxford first Atlas )</p> <p>Use maps, atlas and globe to locate Hong Kong. Use photographs to deduce human and physical features. Understand that a map has a key ( Oxford First Atlas p36)</p> <p>(p36 Oxford First Atlas, google earth )</p> <p>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 places and routes on a map. Label a route on a map of the world.</p> <p>( Oxford First Atlas p6 -7)</p>	<p>Use maps, atlases and data on weather to describe climate, location and features of Australia ( Oxford First Atlas p 16-17 )</p> <p>Know the 4 points of a compass.</p> <p>Recognise simple features on maps such as buildings, roads and fields. Recognise that maps need a title. Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality ( digimaps, Where do I live ?)</p> <p>Devise a simple map; and use and construct basic symbols in a key. Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). Use large scale, vertical aerial photographs. Know that when you 'zoom in' you see a smaller area in more detail.</p> <p>( Classroom plan)</p> <p><b>Digital mapping :</b></p> <p>Find their location using the postcode. Add simple information to maps such</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. ( Collins Junior Atlas p 30-33, 'What's Where in the World' p30)</p> <p><b>Digital mapping :</b></p> <p>Search for places Search for places Zoom in and out (larger scale to smaller scale maps) Select different types of world maps i.e. Atlas (physical) and World Boundaries (political) Add markers and labels to digital maps Describe features on the map using the key Investigate map layers i.e. latitude, longitude and time zones • Use measurement tools in and out (larger scale to smaller scale maps) Use measurement tools</p> <p>( Digimaps: where in the world is Russia?)</p> <p>Learn the eight points of the compass, 4 figure grid reference some basic symbols and key (including the use of Ordnance</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. ( Digimaps , p33 Collins Junior Atlas)</p> <p>Understand longitude and latitude, and topography on a on world and OS map ( landscape, landforms and relief)</p> <p>(Collins Junior Atlas p3, Digimaps)</p> <p>Interpret satellite images of Antarctica ( google earth)</p> <p><b>Mapping and Digital Mapping</b></p> <p>Give direction instructions up to 8 cardinal points. Use 4-figure coordinates to locate features. Know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates.</p> <p>Add a range of annotation labels and text to a map to help explain features and places.. Measure</p>	<p>Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scales. Plot distances travelled by their own products and use scale to measure distance</p> <p>( Digimaps - The World Came to my place today)</p> <p><b>Digital Mapping:</b></p> <p>Search for places • Zoom in and out (larger scale to smaller scale maps) • Select different types of world maps i.e. Atlas (physical) and World Boundaries (political) • Add markers and labels • Describe features on the map using the key • Investigate map overlays i.e. latitude and longitude • Use measurement tools. Read maps according to scale and lines of lat and longitude ( Digimaps- The Americas)</p> <p>Read 6 figure OS grid references</p> <p>( Digimaps - picture detectives - standalone lessons)</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. ( Google Earth Kenya)</p> <p>Enquiry, using maps, knowing how to locate places and identify features, using geographical vocabulary, describing landscape features and characteristics. Reading different scales, 8 cardinal compass points, map keys and 6 figure grid references.</p> <p>( Digimaps - Map detectives )</p> <p><b>Digital mapping:</b> Find 6-figure grid references and check using the Grid Reference Tool. Combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue . Use maps to research factual information about locations and features. I can use linear and area measuring tools accurately to show patterns of land use in the local area.</p>
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	<p><b>Fieldwork:</b> Observe physical and human features in school grounds</p>	<p>as markers. Draw around simple shapes and explain what they are on the map, for example, houses. I can use the measuring tool with support to show distance-for example, their house to school, to the shops</p> <p>( Digimaps- Where do I live, and What is the quickest way to school?)</p> <p><b>Interpretation of geographical data</b></p> <p>Extract information about temperature and precipitation from simple bar charts and line graphs.</p> <p><b>Fieldwork</b></p> <p>Follow maps in the local area. Then plan a route to school and photograph landmarks for a digital map.</p>	<p>Survey maps) to build their knowledge of the course of local and well known rivers. Use the scale bar to estimate distance. ( Digimaps/ Journey of a River )</p> <p><b>Interpretation of geographical data</b></p> <p>Extract information about climate and human processes (e.g. trade) from a variety of charts including pie charts and bar graphs.</p> <p><b>Fieldwork</b></p> <p>Visit parts of a local river identified on their OS maps Observe stages and draw diagrams to show the physical process.</p>	<p>distances, interpret scale on OS maps. ( Digimaps: Locality detectives )</p> <p>Interpreting climate charts and charts to understand population changes and climate across the USA. ( Collins Junior Atlas p62-65 , ' What's Where in the World p 76)</p> <p><b>Interpretation of geographical data</b></p> <p>Extract information about climate and human &amp; physical processes (e.g.Antarctic ice melt, trade and tourism ) from a variety of charts including pie charts and bar graphs</p> <p><b>Fieldwork:</b> Investigation of features in the local area, physical and human, map and compare to contrasting locality in Europe ( link to mapping skills see Digimaps 'Locality Detectives')</p>	<p><b>Interpretation of geographical data</b></p> <p>Extract information about climate and human &amp; physical processes (e.g trade) from a variety of charts including pie charts and bar graphs</p> <p><b>Fieldwork:</b></p>	<p>( Digimaps: Patterns of land use)</p> <p><b>Interpretation of geographical data</b></p> <p>Extract information about climate and human &amp; physical processes (e.g trade and tourism ) from a variety of charts including pie charts and bar graphs</p> <p><b>Fieldwork:</b> Investigate land use in the local area and changes over time. Investigate a local farm or business and how it has changed over time. REcord the results as a report with diagrams and data.</p>
<p><b>Vocabulary</b></p>	<p>Human feature, physical feature, rural, urban, Weather, seasons, axis, sun, temperature, rainfall,</p>	<p>Names of continents and five oceans. Compass points North, South, East and West.</p>	<p>Capital city, country, hemisphere, continent, country, city, equator, North Pole. South Pole. Taiga forest, alpine</p>	<p>Poles, ice, shelf, glacier, tributary glacier, time zone, climate change. Sea, continent, region.</p>	<p>Tropics, latitude, longitude, habitat, deforestation, emergent, canopy, shrub layer. Tropic of Cancer, Tropic of</p>	<p>Urban, rural, crops, import, export, primary secondary tertiary industry,</p>

	<p>wind. North, South, West, East</p> <p>Country, continent, city, equator, North Pole. South Pole, island, forest, harbour, mountain, port, capital, cliff, coast, landmark, beach</p>	<p>Arid, Bush fire, Coastal, Cyclone, City, Climate, Desert, Drought, Equator, Gorge: Hemisphere: Landmark, Mountain range, Population</p> <p>Grid reference, scale aerial</p>	<p>Source, drainage basin, upper, middle, lower course, channel, tributary, erosion, transportation, deposition, meander oxbow lake, floodplain, mouth, estuary, delta, dam, weir, hydro-electric dams, precipitation, throughflow, water cycle, precipitation, irrigation,</p> <p>Settlement, land use, trade, tourism, transport, natural resources, tourism.</p> <p>Weather, climate, climate zones, alpine, climate change, global warming, vegetation belt, topography, import, export. Weather, climate, biome, grid reference.</p>	<p>Biome, canyon, climate, delta, drought, geology, latitude, longitude, population density, population distribution, climate.</p> <p>Erosion, flood plain, gorge, canyon, latitude, mountain, mountain range, plateau.</p> <p>Latitude, longitude, mountain, mountain range, plateau, population density, population distribution, trade, industry, agriculture, tourism.</p>	<p>Capricorn. Interdependence</p> <p>Trade, import, export, developed, developing country, global, local, communication, transportation, primary, secondary, tertiary industry, supply chain</p> <p>landscape, altitude, peak, ridge, glacier, fold, fault, dome, mountain, plate, convergence, water cycle</p>	<p>migration, climate, rocks, relief and soils, trade, topography, physical and human, ethnic diversity, population, transport, network.</p> <p>Equator, industries, crops, primary and secondary industry, urban, environmental footprint, sustainable development.</p> <p>Plate tectonics, plate boundaries, Dormant Active, extinct Magma focus, epicentre magnitude</p>
<p><b>POP tasks</b></p>	<p>Write a postcard from each of the UK's capital cities</p> <p>Table to compare London to home area, using maps, photographs, aerial photos</p> <p>Create a weather guide for each season of the year, with symbols for someone planning a visit to the UK.</p> <p>Postcard from Africa describing simple physical and human features, how it is different from home.</p>	<p><b>Compare climate zones across the world- tropical and polar and relation to poles and equator</b></p> <p>Letter from Sydney describing physical and human features. A detailed description.</p> <p><b>Written comparison of the outback and Sydney, compare population, climate and features, use language learnt in the unit</b></p> <p>Map task: Design a map of a new school grounds with OS symbols, grid references.</p>	<p><b>Europe</b> : Annotate world map with continents and main European countries, capital cities and some natural features (using vocabulary list). - <b>use an atlas</b></p> <p>Explain how a region in a European country has developed natural resources as a source of trade or income.</p> <p><b>How do European countries rely upon each other for goods and trade?</b></p> <p>Rivers:</p>	<p>Antarctica - why is Antarctica important? Explain how climate change is affecting Antarctica</p> <p><b>How have Antarctica's physical features changed over time and why is this important?</b></p> <p>Mediterranean</p> <p><b>How do people in the Bay of Naples use physical features of the environment and land? How is that different to where we live?</b></p>	<p>Write to the Secretary of State for the Environment to describe the biodiversity of the rainforest and why it should be protected. <u>Explain threats and the impact of the use palm oil.</u></p> <p>Describe how mountains are formed and how a detailed description of a mountain environment in Asia or South America.</p> <p><b>Write explaining the benefits and disadvantages of living in a</b></p>	<p>What are the advantages and disadvantages of the Maasai moving to cities? <b>Should tourism to the Maasia Mara be encouraged and why?</b></p> <p>Describe how the local areas have grown and developed over time. Make sure you mention physical and human factors</p> <p><b>How have jobs people do changed over time in our local area and why? How has land use changed over time in our village or town?</b></p>

	<p>Table to compare features of own location to Africa.</p>	<p>Using an aerial photo, draw as a map with OS symbols, use 2 figure grid references</p>	<p>Explain how a river system works, describe their field study findings using correct terminology.</p> <p>Story of a pebble on the course of a river</p>	<p>How does the city I have studied compare to where I live/ Bath/ Bristol?</p> <p>Compare 2 locations in the US, using maps showing population density, climate, topography, human and physical features</p>	<p>mountainous environment.</p> <p>Explain why consumers should buy fair trade products.</p> <p>Advantages and disadvantages of global trade. How can we be more responsible consumers?</p>	<p>Explain the benefits and disadvantages of living in volcano and earthquake zones in contrasting locations around the world. Explain why some choose to stay.</p> <p>What are the advantages and disadvantages of living on a plate boundary, and how can the effects be managed?</p>
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