



# Geography Progression Map

Year One	Core Vocabulary		
	Why does it matter where are food comes from?	Settlements	Continents - North and South pole
<p>map, street, road signs, office, supermarket, post office, church, map symbol, address, post code, urban, rural, landmark, village, town, city, capital city, street, house, United Kingdom, England, Wales, Scotland, Ireland, Europe, Asia, sea, ocean, hot, cold, season, weather, north, south, east, west, globe, compass, compass point, north pole, south pole, deciduous, local area, area, journey, next to, nearby, close to, behind, in front of, furthest, closest, near, far, left, right, journey, travel, summer, autumn, winter, spring, car, train, bus, lorry, wind, seasons, snow, rain, hail, fog, rainbow, wet, wide, narrow, animal, plant</p>			



# Geography Progression Map

Year One			
Units of Work:	Why does it matter where are food comes from?	Settlements	Continents - North and South pole
<b>National Curriculum Objectives:</b>			
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>◆ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>◆ Name and locate the world's seven continents and five oceans</li> </ul>		
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>◆ Understand human and physical geographical similarities and differences within the local area</li> <li>◆ understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom and a small area in a contrasting non-European country</li> </ul>		
<b>Human and physical</b>	<ul style="list-style-type: none"> <li>◆ 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</li> <li>◆ Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>- key physical features, including: forest, hill, sea, ocean, river, soil, vegetation, season and weather</li> <li>- key human features, including: city, town, village, house, office, shop, factory, farm, house, harbour, port</li> </ul> </li> </ul>		
<b>Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>◆ Use simple maps to identify the United Kingdom and its countries, as well as the country studied</li> <li>◆ 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</li> <li>◆ 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</li> </ul>		
Locational Knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the four countries making up the United Kingdom</li> <li><input type="checkbox"/> Name some of the main towns and cities in the United Kingdom</li> <li><input type="checkbox"/> Point out where the equator, north pole and south pole are on a globe or atlas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about what is liked about the local area</li> <li><input type="checkbox"/> Talk about the types of animals and plants found in the local area and compare this to the types of animals and plants found in an Asian country</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the daily weather patterns in the UK and explain why different clothes are worn at different times of the year</li> <li><input type="checkbox"/> Locate cold areas of the world in relation to the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use maps, atlases and a globe to locate the UK and its countries as well other regions/ countries/continents studied</li> <li><input type="checkbox"/> Use simple fieldwork and observational skills to study the geography of the local area</li> </ul>



# Geography Progression Map

<ul style="list-style-type: none"><li><input type="checkbox"/> Name a few towns in the south and north of the UK</li><li><input type="checkbox"/> Name and locate the world's 7 continents and 5 oceans</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Answer some questions using books, the internet and atlases</li><li><input type="checkbox"/> Think about a few relevant questions to ask about a locality.</li><li><input type="checkbox"/> Begin to identify the geographical similarities and differences between the local area and a small area in an Asian Country (Bangladesh)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Describe the main features of a cold place</li><li><input type="checkbox"/> Use basic geographical vocabulary to describe the human and physical features of a locality</li><li><input type="checkbox"/> Explain how seasonal weather patterns affect people</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> 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</li><li><input type="checkbox"/> Use the senses to explore the local area</li></ul>
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# Geography Progression Map

Year Two	Core Vocabulary		
<b>Local environment</b>	<b>Comparing UK to contrasting location</b>	<b>The water Cycle – human and physical geography</b>	
United Kingdom, England, Ireland, Scotland, Wales, world, map, sketch map, label, key, compass, compass rose, direction, North, South, East, West, left, right, near, far, map symbol, ordnance survey, route, climate, atlas, continent, South America, North America, Europe, Africa, Antarctica, Asia, Australia, sea, ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, natural, physical, man-made, human, below, aerial view, above, ground landscape, lake, river, mountain, colour, green, blue, city, town, forest, road, field, building, local area, distance, water, salt-water, similar, same, similarity, different, difference, road name, street name, place, label,	map, street, road signs, office, supermarket, post office, church, map symbol, address, post code, urban, rural, landmark, village, town, city, capital city, street, house, United Kingdom, England, Wales, Scotland, Ireland, Europe, continent, Asia, Africa, Europe, South America, North America, Antarctica, sea, ocean, Pacific, Atlantic, Indian, Southern Ocean, Artic Ocean, hot, cold, season, weather, north, south, east, west, globe, compass, compass point, north pole, south pole, local area, area, journey, next to, nearby, close to, behind, in front of, furthest, closest, near, far, left, right, , travel, summer, autumn, winter, spring, car, train, bus, lorry, wind, seasons, snow, rain, hail, fog, rainbow, wet, wide, narrow, animal, plant, migrate, compare, similar, different, countryside, culture, river, mountain		



# Geography Progression Map

Year Two			
Units of Work:	Local environment	Comparing UK to contrasting location	The water Cycle – human and physical geography
<b>National Curriculum Objectives:</b>			
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>◆ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>◆ name and locate the world's seven continents and five oceans</li> </ul>		
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>◆ understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom and a small area in a contrasting non-European country</li> </ul>		
<b>Human and physical</b>	<ul style="list-style-type: none"> <li>◆ 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</li> <li>◆ Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>- key physical features, including: forest, hill, sea, ocean, river, soil, vegetation, season and weather</li> <li>key human features, including: city, town, village, house, office, shop, factory, farm, house, harbour, port</li> </ul> </li> </ul>		
<b>Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>◆ 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 stage</li> <li>◆ 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</li> <li>◆ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct symbols in a key</li> <li>◆ 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</li> </ul>		
Locational Knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li><input type="checkbox"/> Name the major cities of England, Wales, Scotland and Ireland</li> <li><input type="checkbox"/> Name the continents of the world and find them in an atlas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe what is liked and not liked about the local environment, offering emotional opinions of places, e.g. I am happy...I feel safe...I think best</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the seasonal weather patterns in the UK</li> <li><input type="checkbox"/> Locate and describe the main features of hot areas in the world in relation to the Equator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use maps, atlases and a globe to locate the UK and its countries as</li> <li>Use aerial photographs and plan perspectives to recognise landmarks; devise a simple map;</li> </ul>



# Geography Progression Map

<ul style="list-style-type: none"> <li><input type="checkbox"/> Name the world's oceans and find them in an atlas</li> <li><input type="checkbox"/> Find where they live on a map of the UK</li> <li><input type="checkbox"/> Make links between the countries of the UK and its neighbours</li> <li><input type="checkbox"/> Understand that maps can vary in scale and detail</li> <li><input type="checkbox"/> Understand that the earth is a sphere and maps are a 2d representation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore and enquire whether everyone in the area has similar experiences</li> <li><input type="checkbox"/> Answer questions using books, the internet and atlases</li> </ul> <p>Devise simple, relevant questions to ask about a locality. Understand the geographical similarities and differences between the local area and a small area in an African Country (Kenya: Nairobi/ small rural village))</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use more specific geographical vocabulary to describe the human and physical features of a locality</li> <li><input type="checkbox"/> Describe some human features of the local environment such as the way people travel, recognising that this varies across the world</li> <li><input type="checkbox"/> Begin to recognise that some people spoil an area and that some people try to make an area better</li> <li><input type="checkbox"/> Explain how seasonal weather patterns affect people</li> </ul>	<p>and use and construct symbols in a key</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use simple fieldwork and observational skills to study the geography of the school's surrounding environment and compare this to the contrasting area studied</li> <li><input type="checkbox"/> Use the senses to explore the local area</li> <li><input type="checkbox"/> Ask people their opinions about and area; how it has changed and how</li> </ul>
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# Geography Progression Map

Year Three	Core Vocabulary				
Rivers	Mountains	Settlements	Agriculture	Volcanoes	Climate and Biomes
mountain, Tibet, mountain range, Himalayas, springs, Indus, India, Pakistan, glaciers, monsoon, channel, tributaries, Arabian Sea, Afghanistan, river, levels, dams, reservoirs, canals, irrigation, irrigate, turbine, hydro -power, parched, palla, province, Sindh, delicacy, source, Earth, atmosphere, state, solid, liquid, gas, water vapour, water cycle, evaporates, evaporation, condenses, surface runoff, ground water, transpiration, erosion, erodes, particles, load, deposits, deposition, upper course, riverbed, V-shaped valley, spurs, mature, meanders, sediment, mouth, estuary, reeds, delta, mangroves, Welsh, River Severn, Wales, Shrewsbury, cattle, salmon, streamlined, bore, Gloucester,	hill, mountain, Ben Nevis, mountainous regions, mountain range, Himalayas, Mount Everest, peak, slopes, terraces, Summit, Alps, Andes, terraced farming, Cairngorms, trek, valleys, Lake District, Pennines, Yorkshire Dales, Brecon Beacons, Snowdonia, above sea level, temperature	settlements, settlement, hamlet, farmstead, village, rural, inhabitants, church, village, green, post office, small shops, primary school, pub, village hall, secondary school, facilities, railway station, urban settlement, adapt, coastal town, market town, city, university, large hospitals, cathedral, airport, sprawling, urban sprawl, boroughs, Londoners, the Tube, the Underground, conurbation, flats, Cardiff, capital city, Taff, businesses, connect	Agriculture, arable farming, pastoral farming, mixed farming, growing season, plough, graze, dairy farmers, marshlands, forests, hedges, erosion, yields, fertilisers, pesticides, organic food, seasonal food, local, vegetarian, vegan, shorn	surface, mantle core, scientists, oceanic, crust, continental, crust, iron, melted, erupting, molten, magma, lava, viscous, explosive, eruptions, gases, pressure, vent, magma, chamber, classify, composite, shield, Mount Etna, Supervolcano, weaknesses, magma, chamber, solidify, volcanic bombs, secondary vents, crater, Mount Bromo, active, dormant, extinct, ancient, flow, lava, flows, mudflows, pyroclastic flows, smother, disrupt, suffocate, clog, plumes, airspace, stranded, Mediterranean Sea, destructive, cable car, endangered, region, population, enrich, fertile, citrus fruits, authorities, explosives, divert, evacuated	continent, oceans, Europe, Mediterranean Sea, Atlantic Ocean, Arctic Ocean, landlocked, weather, climate, Equator, latitude, tropical, polar, mild, currents, Gulf Stream, biomes, savanna, rainforest, tundra, Mediterranean climate, temperate climate, temperatures, seasons



# Geography Progression Map

tide, curlews, sandpipers, conservation, pollute, pollution					
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Year Three						
Units of Work						
	Rivers	Mountains	Settlements	Agriculture	Volcanoes	Climate and Biomes
<b>National Curriculum Objectives:</b>						
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>◆ 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</li> <li>◆ Name and locate counties and cities and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>◆ Identify the position and significance of latitude, longitude and the Equator</li> </ul>					
<b>Place knowledge</b>	◆ understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom and a small area in a contrasting non-European country					
<b>Human and physical</b>	Describe and understand key aspects of: -physical geography, including: climate zones; biomes, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use					
<b>Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>◆ Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</li> <li>◆ Use the eight points of the compass, symbols and key to build knowledge of the United Kingdom and the wider world</li> </ul>					
<b>Locational Knowledge</b>		<b>Place knowledge</b>		<b>Human and Physical Geography</b>		<b>Geographical skills and fieldwork</b>





# Geography Progression Map

<ul style="list-style-type: none"><li><input type="checkbox"/> Locate and name the countries making up the UK with their capital cities</li><li><input type="checkbox"/> Use world maps, atlases and globes to name and locate the countries of Europe and identify their main physical and human characteristics</li><li><input type="checkbox"/> Name and locate the equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li><li><input type="checkbox"/> Describe how the locality an area has changed over time</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Ask and answer geographical questions about the human and physical characteristics of a location</li><li><input type="checkbox"/> Know that geographical features created by nature are called physical features and that these include beaches, cliffs and mountains</li><li><input type="checkbox"/> Know that geographical features created by humans are called human features and that these include houses, factories and train stations</li><li><input type="checkbox"/> Describe geographical similarities and differences</li><li><input type="checkbox"/> Explain views about locations giving reasons, using key vocabulary</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Describe and identify the effect of weather and seasons and know that this differs locally and nationally in the UK</li><li><input type="checkbox"/> Confidently describe the physical features of a locality</li><li><input type="checkbox"/> Confidently describe the human features of a locality and explain why the locality has human features</li><li><input type="checkbox"/> Describe similarities and differences between UK climate and that of the chosen region</li><li><input type="checkbox"/> Know that different types of settlements include rural, town, village, city and suburban areas</li><li><input type="checkbox"/> Know different types of land use: agricultural, recreational, housing</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Confidently use the four compass points- accurately plot NSEW on a map</li><li><input type="checkbox"/> Recognise the eight points of the compass</li><li><input type="checkbox"/> Use maps, atlases and a globe to compare key features</li><li><input type="checkbox"/> Find the same place on a map, on a globe and in an atlas</li><li><input type="checkbox"/> Work out how long it would take to get to a given destination taking account of the mode of transport</li><li><input type="checkbox"/> Know that a four-figure grid reference contains four numbers; the first two are called the easting and are found along the top and bottom of a map; the second two are called the northing and are found up both sides of a map</li></ul>
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# Geography Progression Map

Year Four	Core Vocabulary				
The Rhine and Mediterranean	Population	Coastal processes and landforms	Tourism	Earthquakes	Deserts
<p>Alps, North Sea, tributary, Upper Rhine, Lower Rhine, confluence, Cologne, banks, flooding, flood walls, port, harness, importing Exporting, canal, wetlands, drained, lock, strait, enclosed sea, peninsula, mainland, Suez Canal</p>	<p>Population, population density, densely populated, sparsely populated, population distribution, high population density, low population density, migration, rural, urban, rural to urban migration, ethnic, diverse, census, ethnically diverse, ethnicity, Welsh, Crmraeg, Eisteddfod, Wales, British, identity, minted, floral</p>	<p>Coastline, waves, erosion, transport, transportation, groynes, depositing, deposit, deposition, landforms, bay, cliffs, headland, shingle, Jurassic coast, preserved, fossils, cave, arch, stack, habitat, rock pools, sand dunes, teeming, coral reefs, Cardigan bay</p>	<p>Seaside, seaside towns, pier, amusements, Llandudno, paddle, deckchair, sandcastle, Punch and Judy, promenade, hotels, guest houses, tourists, tourism, activity, cultural, income, souvenirs, tourist industry, Matterhorn, minimum, maximum, skis, ski-slope, ski-lift, advantage, disadvantage, environment, destination, airlines, sustainable</p>	<p>earthquake, tremors, aftershocks, visible, tectonic plates, plate boundary, fault line, San Andreas fault, seven major plates, friction, epicentre tsunami, focus, seismic waves, seismogram, magnitude, Richter scale, trembling, immediate effects, tidal wave, devastate, liquid mud, environment, rubble, landslide, subsidence, long-term effects, prone, absorb, rubber, drill</p>	<p>Hydrated, dehydrated, desert, vegetation, arid, Sahara Desert, plummet, lush, sand dunes, oasis, oases, store, camels, Sahel, semi-arid, drought, productive, non-productive, desertification, physical, nutrients, overgrazing, herd, over-farming, variety, flora, fauna, obtain, desolate, succulents, cactus, cacti, spines, prevent, meerkat, nocturnal, chameleon, Antarctica, penguins, polar bears, blubber, lichen, modern, traditional, tents, divert, steppe, Great Steppe, Silk Road, yurts, portable, Patagonia, rain, shadow, hostile, exceeds, feature, exposes, extinct</p>



# Geography Progression Map

Year Four						
Units of Work	The Rhine and Mediterranean	Population	Coastal processes and landforms	Tourism	Earthquakes	Deserts
<b>National Curriculum Objectives</b>						
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>◆ Locate the world's countries using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>◆ Locate the world's countries using maps to focus on Europe and North and South America concentrating on their environmental regions, key physical characteristics</li> </ul>					
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>◆ Understand geographical similarities and differences through the study of human and physical geography of a region within South America</li> <li>◆ Understand geographical similarities and differences through the study of physical geography</li> </ul>					
<b>Human and physical</b>	<ul style="list-style-type: none"> <li>◆ Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belt, rivers and the water cycle</li> <li>◆ human geography, including: types of settlement and land use</li> <li>◆ Describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belts, volcanoes and earthquakes</li> <li>◆ human geography, including: types of settlement and land use</li> </ul>					
<b>Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>◆ Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>◆ Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world</li> <li>◆ Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>◆ Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world</li> </ul>					
<b>Locational Knowledge</b>		<b>Place knowledge</b>		<b>Human and Physical Geography</b>		<b>Geographical skills and fieldwork</b>



# Geography Progression Map

<p><input type="checkbox"/> Name and locate the geographical/ environmental regions of the UK. Describe and identify a location's key physical and human features and know how some of these aspects have changed over time. Locate and name the world's countries. Name and locate the equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Give some reasons why some features are as they are and ask, "What may this place be like in the future?"</p>	<p><input type="checkbox"/> Ask and answer geographical questions about the human and physical characteristics of a location. Describe and give some reasons for geographical similarities and differences between the UK and South American region. Compare and contrast places where people live and give reasons for some differences. Know that physical features form naturally and can change over time due to physical processes. Explain views about locations giving reasons, using key vocabulary.</p>	<p><input type="checkbox"/> Identify physical features- earthquakes and volcanoes- explaining the process acting on them and how humans manage them. Explain how a locality has changed over time with reference to physical features. Simply describe the impact that people have on their environment and how they are trying to manage it. Begin to understand that human features are interconnected by function, type and transport links. Begin to use and identify the terms biome and vegetation belt and relate these to different types of land use.</p>	<p><input type="checkbox"/> Use the eight compass points accurately plot NSEW on a map. Use maps, atlases and a globe to locate and compare key features, for example active volcanoes. Use four figure grid references Make detailed sketches of a location's features, annotating with appropriate geographical words.</p>

Year Five	<b>Core Vocabulary</b>				
Why is California so Thirsty?	Oceans	Migration	North and South America	The Amazon	Interconnected Amazon



# Geography Progression Map

<p>Water-cycle, water, precipitation, condensation, evaporation, treated, United States of America, California , Sacramento, drought, reservoir, lake, irrigation, almonds, factors, rainfall, water, groundwater, water supply, aqueduct, California Aqueduct,</p>	<p>sea, ocean, Atlantic Ocean, World Ocean, the Atlantic, Pacific Ocean, north pole, south pole, nearly enclosed, salinity transported, trade, maritime trade, manufactured, goods, quantities, freight, maritime shipping routes, ocean currents, warm currents, cold currents, gyres, phytoplankton, Atlantic coast, oceanic, earthquakes, tsunami, Caribbean, hurricanes, wind stream, regulates, fossil fuels, Aral Sea, drift-net fishing, marine life</p>	<p>population, population density, sparsely populated, densely populated, population distribution, high population density, low population density, migration, rural, urban, rural to urban migration, ethnic, diverse, census, ethnically diverse, ethnicity, Welsh, Cymraeg, Eisteddfod, Wales, British, identity</p>	<p>North America, South America, Central America, Canada, Brazil, inhabitants, megacities, New York City, pull factors, push factors, rural, urban, Lima, sustain, São Paulo, Christ the Redeemer, populous, Americas, conurbation, pulled, pushed, makeshift, favelas, grid, locate, eastings, northings, four-figure grid reference, stereotype, favelado</p>	<p>population, population density, sparsely populated, densely populated, population distribution, high population density, low population density, migration, rural, urban, rural to urban migration, ethnic, diverse, census, ethnically diverse, ethnicity, Welsh, Cymraeg, Eisteddfod, Wales, British, identity</p>	<p>Ayore, garabata, dye, clearing, mass produce, products, subsistence, commercial, scale, profit, wholesalers, demand, supply, adequate, cattle, recent, colonised, trans-national companies, brands, flow diagrams, globalisation, geographical enquiry, analyse, findings, interconnected, questionnaire</p>
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Year Five						
Units of Work						
	Why is California Thirsty?	Oceans	Migration	North and South America	The Amazon	The interconnected Amazon



# Geography Progression Map

National Curriculum Objectives			
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>◆ 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 and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of longitude, latitude, 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)</li> </ul>		
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>◆ 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 and South America</li> </ul>		
<b>Human and physical</b>	<ul style="list-style-type: none"> <li>◆ Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and the water cycle human geography, including: the distribution of natural resources including energy, food, minerals and water</li> </ul>		
<b>Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>◆ 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 keys to build knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>		
Locational Knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li>□ Name, locate and map the counties and cities of the UK. Use GPS to locate a range of key locations, for example, boundaries relating to tectonic movement. Use Geographical Information Systems to view, analyse and interpret places and data. Describe how locations around the world are changing</li> </ul>	<ul style="list-style-type: none"> <li>□ Understand geographical similarities and differences between UK, European and N/S American regions. Describe how countries and geographical regions are diverse and yet interconnected and interdependent- e.g. climate, biomes, rivers, etc. Understand that climate and extreme weather can affect the size and nature of settlements. Analyse and give views</li> </ul>	<ul style="list-style-type: none"> <li>□ Know that the polar oceans are significantly colder than other world oceans, influencing the presence of sea ice. Describe the impact of climate change, know what it is caused by and how humans are contributing to it. Understand human geography relating to population, international development,</li> </ul>	<ul style="list-style-type: none"> <li>□ Create maps of locations identifying patterns such as: land use, climate zones, biomes, population densities, height of land. Understand a geographical area by: using grid references and lines of longitude and latitude to identify position; contour lines to identify height above sea</li> </ul>



# Geography Progression Map

<p>and explain some reasons for change. Collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations.</p>	<p>on the effectiveness of different representations of a location (such as aerial images compared with maps and topological maps)</p>	<p>economic activity and the use of natural resources. Understand the physical geography relating to: biomes, plate tectonics, mountains, rivers and coasts, weather and climate. Understand how human and physical processes interact to have an impact on the landscapes both in terms of spatial variation and change over time, for example location of cities of the world in relation to rivers. Discuss, debate and make decisions considering ethical, moral and cultural viewpoints.</p>	<p>level; and map symbols to identify human and physical features. Use fieldwork to collect, analyse and draw conclusions from geographical data, using sources of increasingly complex information to recognise and explain patterns and trends.</p>
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<p><b>Year Six</b></p>	<p><b>Core Vocabulary</b></p>			
<p><b>Energy and change</b></p>	<p><b>Ethiopia</b></p>	<p><b>Changing Birmingham</b></p>	<p><b>Jamaica</b></p>	<p><b>Local area enquiry</b></p>



# Geography Progression Map

<p>Energy, usage, renewable, fossil fuels, energy sources, green house gases, climate change, farming, local, global, government, respond, Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK, geographical skills, respond, affect</p>	<p>Place, climate, Africa, map, Atlas, continent, Sub-continent, landscape, Great Rift valley, population, biomes, rural, city, rural life, sustainable, futures, climate change, development goals, Population pyramids, longitude,</p>	<p>Cities, UK, urban, future changes, past, present, growth and development, industry, migration, deindustrialisation, redevelopment, UN sustainable development goals, climate change, presentation of data</p>	<p>North and South America, Caribbean, tropic of cancer, equator, climate, landscape, population history, migration, ocean biomes, tourist industry, environmental challenges</p>	<p>Geographers, ordinance survey maps, symbols, compass, grid-reference, data, atlases, thematic maps, digital technologies, fieldwork, presenting findings</p>
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Year Six					
Units of Work					
	Energy and change	Ethiopia	Changing Birmingham	Jamaica	Local area enquiry
National Curriculum Objectives					





# Geography Progression Map

<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>◆ 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 and landuse patterns; and understand how some of these aspects have changed over time Identify the position and significance of longitude, latitude, 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)</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>◆ 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 and South America</li> </ul>
<b>Human and physical</b>	<ul style="list-style-type: none"> <li>◆ Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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</li> </ul>
<b>Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>◆ 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 keys to build knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>

Locational Knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li>□ Name, locate and map the counties and cities of the UK. Use GPS to locate a range of key locations, for example, boundaries relating to tectonic movement. Use Geographical Information Systems to view, analyse and interpret places and data. Describe how locations around the world are changing and explain some reasons for change. Collect and analyse</li> </ul>	<ul style="list-style-type: none"> <li>□ Understand geographical similarities and differences between UK, European and N/S American regions. Describe how countries and geographical regions are diverse and yet interconnected and interdependent- e.g. climate, biomes, rivers, etc. Understand that climate and extreme weather can affect the size and nature of settlements. Analyse and give views on the effectiveness of different representations of a location (such as</li> </ul>	<ul style="list-style-type: none"> <li>□ Know that the polar oceans are significantly colder than other world oceans, influencing the presence of sea ice. Describe the impact of climate change, know what it is caused by and how humans are contributing to it. Understand human geography relating to population, international development, economic activity and the use of natural resources. Understand</li> </ul>	<ul style="list-style-type: none"> <li>□ Create maps of locations identifying patterns such as: land use, climate zones, biomes, population densities, height of land. Understand a geographical area by: using grid references and lines of longitude and latitude to identify position; contour lines to identify height above sea level; and map symbols to identify human and physical</li> </ul>



# Geography Progression Map

<p>statistics and other information in order to answer questions posed and draw clear conclusions about location.</p>	<p>aerial images compared with maps and topological maps).</p>	<p>the physical geography relating to: biomes, plate tectonics, mountains, rivers and coasts, weather and climate. Understand how human and physical processes interact to have an impact on the landscapes both in terms of spatial variation and change over time, for example location of cities of the world in relation to rivers. Discuss, debate and make decisions considering ethical, moral and cultural viewpoints.</p>	<p>features. Use fieldwork to collect, analyse and draw conclusions from geographical data, using sources of increasingly complex information to recognise and explain patterns and trends. Explore locations from perspectives and reflect on own beliefs.</p>
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