

GEOGRAPHY PROGRESSION



EYFS

	Prior year's content	EYFS content	Subsequent year's content
Disciplinary Knowledge		<p>Autumn - All about me- Where do I live? Locational/Place Knowledge</p> <ul style="list-style-type: none"> As Geographers, we will know we live in a town called Castleford. As Geographers, we will discover we live in the country England. As Geographers, we will comment and ask questions about aspects of our familiar environment such as the place where we live and the natural world. As Geographers, we will talk about where we live <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers, we will observe, find out about, and identify features in the place they live (local environment). As Geographers, we will be able to articulate the observations from own environments (school/home). <p>Spring - Winter Wonderland- Where in the world is always cold? <u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers, we will discover that there are different countries in the world. As Geographers, we will talk about the differences in countries we have experienced or seen in photos. As Geographers, we will understand the weather changes depending on where we are. As Geographers, we can identify the cold places on Earth and what clothing would be needed in these places. As Geographers, we will be able to compare and say what is the same/different about a countries physical or human geography As Geographers, we will understand that we need to dress accordingly to keep ourselves safe As Geographers, we will understand that weather changes according to the seasons and where we are in the world <p>Summer - Imagine That! - How do I get there? <u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers, we will observe, find out about, and identify features in the place they live (local environment). As Geographers, we will be able to articulate the observations from own environments (school/home). As Geographers, we will be able to express own opinions on natural and built environments. <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will, describe a route that is familiar to us. As Geographers we will, discuss and explain routes and locations that are familiar to us. As Geographers, we will identify features of a simple map of familiar environments. As Geographers, we will Follow simple directions (Up, down, left/right, forwards/backwards) As Geographers, we will direct a friend from point A to B using positional language 	<p>The Big Question: Why was coal mining so important to Castleford and the people who live here? (History Driver = Local study – coal mining in Castleford)</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will locate Castleford on a map of the UK As Geographers we will identify and discuss human and physical features of our local area <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> As Geographers, we will identify what coal is used for and where the coal mines around Castleford are/were As Geographers we will use vocabulary to talk about the features of where we live <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> As Geographers we will use maps and atlases to locate our school and our local area As Geographers we will use aerial photographs to understand where the mines around Castleford are and what they look like As Geographers we will identify key symbols on a local map and know what they mean As Geographers we will use observational skills to discuss our local town and the coal mining landscape As Geographers we will create a map and use key symbols <p>The Big Question: Would a polar bear live in Australia? (Science driver)</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will locate and name the 7 continents- and some animals in each As Geographers we will locate and name the oceans of the world and some of the sea creatures that live in them <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will compare where different animals live and discuss why they live there <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers we will use vocabulary to talk about the features of where we live (continent, country, county, town) As Geographers we will say what appropriate clothing would be for explorers in relation to the equator <p><u>Geography skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will locate the equator and discuss hot and cold places (and the animals that live in each) <p>The Big question: Why don't animals that live in a jungle, live in British woodlands? (Geography driver)</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will locations of cloud forests around the world and describe their features As Geographers we will locate local woodlands in Leeds and the jungle in Australia <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will compare a British woodland to a tropical jungle (Temple Newsham, Leeds V Australian Jungle) <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers we will identify some features and weather of Australian tropical seasonal forests. As Geographers we will identify the locations of mangroves around the world and describe their features and weather.

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			<ul style="list-style-type: none"> As Geographers we will locations of cloud forests around the world and describe their features <p><u>Geography skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will use aerial photographs to study the features of woodlands and forests As Geographers we will use observations to identify the features of local woodland areas (visit to Temple Newsham) <p>The Big Question: How has the seaside changed over time? (History Driver = Changes within living memory) The Victorians and the development of the seaside</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will locate the 4 countries that make up the UK As Geographers we will locate popular seaside resorts in each country of the UK As Geographers we will identify and names the seas that surround our coastline As Geographers we will locate Bridlington and understand why the location of this makes it our most popular seaside to visit from Castleford – using compass directions <p><u>Human and Physical knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will explore the UK weather patterns that affect our holiday season <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will use atlases locate Bridlington and understand why the location of this makes it our most popular seaside to visit from Castleford – using compass directions As Geographers we will use observations to discuss and identify the human and physical features of a seaside town (Visit to Bridlington)
<p>Substantive Knowledge</p>		<p>Children will:</p> <p>Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Develop an awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks <p>Direction/Location:</p> <ul style="list-style-type: none"> Follow simple directions. <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw and create their own maps using real objects, and/or pictures and symbols. <p>Representation:</p> <ul style="list-style-type: none"> Look at signs and symbols on different types of maps for example in school, and the local community <p>Using maps:</p> <ul style="list-style-type: none"> Use a simple map with symbols to spot features in the school grounds or in the local community <p>Type of maps:</p> <ul style="list-style-type: none"> Study real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps. 	<p>Children will:</p> <p>Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where. <p>Direction/Location:</p> <ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. <p>Representation:</p> <ul style="list-style-type: none"> Use own symbols on imaginary map. <p>Using maps:</p> <ul style="list-style-type: none"> Use a simple picture map to move around the school Recognise that it is about a place <p>Type of maps:</p> <ul style="list-style-type: none"> Look at picture maps and globes
<p>Curriculum Links</p>		<p>Understanding the world</p> <ul style="list-style-type: none"> Throughout EYFS, children begin to develop their geographical knowledge by exploring features of our school and nursery. Maps are used to investigate different places as we begin to compare and contrast different environments. Through developing a sense of place, geography will inspire a curiosity, love of learning and appreciation of the environment. Also, throughout the year, children observe and discuss the weather and seasonal changes. 	<p>History:</p> <ul style="list-style-type: none"> History of local area and physical features – coal Similarities and differences of seaside resorts now V Victorian Era – locate UK seaside and location of them from Castleford and the seas around the UK Why do we go to the British seaside when we do? Seasons <p>Art:</p> <ul style="list-style-type: none"> “The Great Wave” - Katsushika Hokusai – where is the artist from and what sea/ocean was the inspiration Henry Moore – local sculptor. Natural material used <p>Science:</p> <ul style="list-style-type: none"> Animals Inc Humans – compare animals in UK to animals in a rainforest. Similarities and differences in habitats Locations and hemispheres/equators - weather patterns

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Progression		<p>Children can:</p> <p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate different parts of the local community <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> 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. <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Find out about the environment by talking to people, examining photographs, simple maps and visiting local places 	<p>Children can:</p> <p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate some places in their locality, the UK and wider world. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds
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Year 1			
	Prior year's content	Year 1 content	Subsequent year's content
Disciplinary Knowledge	<p>Autumn - All about me- Where do I live? <u>Locational/Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will know we live in a town called Castleford. As Geographers, we will discover we live in the country England. As Geographers, we will comment and ask questions about aspects of our familiar environment such as the place where we live and the natural world. As Geographers, we will talk about where we live <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers, we will observe, find out about, and identify features in the place they live (local environment). As Geographers, we will be able to articulate the observations from own environments (school/home). <p>Spring - Winter Wonderland- Where in the world is always cold? <u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers, we will discover that there are different countries in the world. As Geographers, we will talk about the differences in countries we have experienced or seen in photos. As Geographers, we will understand the weather changes depending on where we are. As Geographers, we can identify the cold places on Earth and what clothing would be needed in these places. As Geographers, we will be able to compare and say what is the same/different about a countries physical or human geography As Geographers, we will understand that we need to dress accordingly to keep ourselves safe As Geographers, we will understand that weather changes according to the seasons and where we are in the world <p>Summer - Imagine That! - How do I get there? <u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers, we will observe, find out about, and identify features in the place they live (local environment). As Geographers, we will be able to articulate the observations from own environments (school/home). As Geographers, we will be able to express own opinions on natural and built environments. <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will, describe a route that is familiar to us. As Geographers we will, discuss and explain routes and locations that are familiar to us. 	<p>The Big Question: Why was coal mining so important to Castleford and the people who live here? (History Driver = Local study – coal mining in Castleford)</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will locate Castleford on a map of the UK As Geographers we will identify and discuss human and physical features of our local area <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> As Geographers, we will identify what coal is used for and where the coal mines around Castleford are/were As Geographers we will use vocabulary to talk about the features of where we live <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> As Geographers we will use maps and atlases to locate our school and our local area As Geographers we will use aerial photographs to understand where the mines around Castleford are and what they look like As Geographers we will identify key symbols on a local map and know what they mean As Geographers we will use observational skills to discuss our local town and the coal mining landscape As Geographers we will create a map and use key symbols <p>The Big Question: Would a polar bear live in Australia? (science driver)</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will locate and name the 7 continents- and some animals in each As Geographers we will locate and name the oceans of the world and some of the sea creatures that live in them <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will compare where different animals live and discuss why they live there <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers we will use vocabulary to talk about the features of where we live (continent, country, county, town) As Geographers we will say what appropriate clothing would be for explorers in relation to the equator <p><u>Geography skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will locate the equator and discuss hot and cold places (and the animals that live in each) 	<p>The Big Question: - Why did London burn so quickly and why hasn't it happened since? (History Driver = Events beyond living history/Significant historical event)</p> <p>The great fire of London <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we are learning to name and locate and name the four countries of the UK and their capital cities <p><u>Geographical Skills and Field Work</u></p> <ul style="list-style-type: none"> As Geographers we are learning to use simple compass directions and directional language to describe the route on a map of The Great Fire of London and its devastation As Geographers we are learning to use maps to locate London in the UK and identify streets of London As Geographers we are learning to use Arial photographs (past and present) to compare and recognise landmarks. As Geographers we are learning to devise simple maps with basic symbols of London (before the fire) <p>The Big Question: - How was travel developed throughout history? (History Driver = Achievements of mankind/Significant events in history)</p> <p>Trains – George Stephenson; Water – Titanic/ Ellan Macarther; Air – Amelia Earhart; Space- Neil Armstrong/ Helen Sharman/Tim Peakes <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we are learning to name and locate the seven continents and the five oceans (Amelia Earhart) <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we are learning to understand geographical similarities and differences of a small area of the UK and a small area of a contrasting non -European country (Castleford to Lae, Papa New Guinea) <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers we are learning to locate hot and cold areas of the world in relation to the equator and the north and south poles As Geographers we are learning to use simple compass directions and directional language to describe the route on a map (Amelia Earhart journey) As Geographers we are learning to Arial photographs (past and present) to compare and recognise landmarks, human and physical features

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	<ul style="list-style-type: none"> As Geographers, we will identify features of a simple map of familiar environments. As Geographers, we will Follow simple directions (Up, down, left/right, forwards/backwards) As Geographers, we will direct a friend from point A to B using positional language 	<p><u>The Big question: Why don't animals that live in a jungle, live in British woodlands?</u> (Geography driver) <u>Locational knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will locations of cloud forests around the world and describe their features As Geographers we will locate local woodlands in Leeds and the jungle in Australia <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will compare a British woodland to a tropical jungle (Temple Newsham, Leeds V Australian Jungle) <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers we will identify some features and weather of Australian tropical seasonal forests. As Geographers we will identify the locations of mangroves around the world and describe their features and weather. As Geographers we will locations of cloud forests around the world and describe their features <p><u>Geography skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will use aerial photographs to study the features of woodlands and forests As Geographers we will use observations to identify the features of local woodland areas (visit to Temple Newsham) <p><u>The Big Question: How has the seaside changed over time?</u> (History Driver = Changes within living memory) The Victorians and the development of the seaside <u>Locational knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will locate the 4 countries that make up the UK As Geographers we will locate popular seaside resorts in each country of the UK As Geographers we will identify and names the seas that surround our coastline As Geographers we will locate Bridlington and understand why the location of this makes it our most popular seaside to visit from Castleford – using compass directions <p><u>Human and Physical knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will explore the UK weather patterns that affect our holiday season <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will use atlases locate Bridlington and understand why the location of this makes it our most popular seaside to visit from Castleford – using compass directions As Geographers we will use observations to discuss and identify the human and physical features of a seaside town (Visit to Bridlington) 	<ul style="list-style-type: none"> As Geographers we are learning to use simple field work and observation skills to study geography pf a local area of the key human and physical features (compare to Lae). <p><u>The Big Question: - How have woman shown bravery in the past?</u> (History Driver = Lives of significant individuals of the past) Boudica, Florence Nightingale, Marie Currie <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we are learning to discuss/compare vegetation in countries of Southern/Northern Hemispheres. As Geographers, we are learning to compare weather patterns between N and S Hemisphere. As Geographers, we are learning to understand that each hemisphere has opposite at the same time. As Geographers, we are learning about vegetation – harvesting of crops (e.g. corn) and what seasons they are grown/harvested and understand why the Roman's wanted to settle in the UK. As Geographers, we are learning about the production process of crops ('from farm to fork'). As Geographers, we are learning about the process of production.
<p>Substantive Knowledge</p>	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Develop an awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks <p>Direction/Location:</p> <ul style="list-style-type: none"> Follow simple directions. <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw and create their own maps using real objects, and/or pictures and symbols. <p>Representation:</p> <ul style="list-style-type: none"> Look at signs and symbols on different types of maps for example in school, and the local community <p>Using maps:</p> <ul style="list-style-type: none"> Use a simple map with symbols to spot features in the school grounds or in the local community <p>Type of maps:</p>	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where. <p>Direction/Location:</p> <ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. <p>Representation:</p> <ul style="list-style-type: none"> Use own symbols on imaginary map. <p>Using maps:</p> <ul style="list-style-type: none"> Use a simple picture map to move around the school Recognise that it is about a place <p>Type of maps:</p>	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols. <p>Direction/Location:</p> <ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) <p>Representation:</p> <ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key. <p>Using maps:</p> <ul style="list-style-type: none"> Follow a route on a map. Use a plan view.

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	<ul style="list-style-type: none"> Study real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps. 	<ul style="list-style-type: none"> Look at picture maps and globes 	<ul style="list-style-type: none"> Use an infant atlas to locate places. <p>Type of maps:</p> <ul style="list-style-type: none"> Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas
Curriculum Links	<p>Understanding the world</p> <ul style="list-style-type: none"> Throughout EYFS, children begin to develop their geographical knowledge by exploring features of our school and nursery. Maps are used to investigate different places as we begin to compare and contrast different environments. Through developing a sense of place, geography will inspire a curiosity, love of learning and appreciation of the environment. Also, throughout the year, children observe and discuss the weather and seasonal changes. 	<p>History:</p> <ul style="list-style-type: none"> History of local area and physical features – coal Similarities and differences of seaside resorts now V Victorian Era – locate UK seaside and location of them from Castleford and the seas around the UK Why do we go to the British seaside when we do? Seasons <p>Art:</p> <ul style="list-style-type: none"> “The Great Wave” - Katsushika Hokusai – where is the artist from and what sea/ocean was the inspiration Henry Moore – local sculptor. Natural material used <p>Science:</p> <ul style="list-style-type: none"> Animals Inc Humans – compare animals in UK to animals in a rainforest. Similarities and differences in habitats Locations and hemispheres/equators - weather patterns 	<p>History:</p> <ul style="list-style-type: none"> Great Fire of London – Locate London in the UK, draw simple maps of London, direction of fire as it progressed, locate streets on a map, use aerial photographs to locate landmarks, comparing maps of London in 1666 and now – changes over time Transport - Continent and oceans – Amelia Earhart’s travels, comparison of Lea, Papa New Guinee (last known sighting of AE to London <p>Art:</p> <ul style="list-style-type: none"> Architecture – Sir Christopher Wren <p>Science:</p> <ul style="list-style-type: none"> Animas inc. Humans – different habitats (deserts, jungles, oceans, Antarctica) – locate Adaptation – physical geographical needs for change
Progression	<p>Children can:</p> <p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate different parts of the local community <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> 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. <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Find out about the environment by talking to people, examining photographs, simple maps and visiting local places 	<p>Children can:</p> <p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate some places in their locality, the UK and wider world. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds 	<p>Children can:</p> <p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate significant places in their locality, the UK and wider world. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and cultures <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Develop simple fieldwork and observational skills when studying the geography of the school and local environment Identify daily and seasonal weather patterns

Year 2			
	Prior year’s content	Year 2 content	Subsequent year’s content
Disciplinary Knowledge	<p>The Big Question: Why was coal mining so important to Castleford and the people who live here? (History Driver = Local study – coal mining in Castleford)</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will locate Castleford on a map of the UK As Geographers we will identify and discuss human and physical features of our local area <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> As Geographers, we will identify what coal is used for and where the coal mines around Castleford are/were As Geographers we will use vocabulary to talk about the features of where we live <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> As Geographers we will use maps and atlases to locate our school and our local area As Geographers we will use aerial photographs to understand where the mines around Castleford are and what they look like As Geographers we will identify key symbols on a local map and know what they mean 	<p>The Big Question: - Why did London burn so quickly and why hasn't it happened since? (History Driver = Events beyond living history/Significant historical event)</p> <p>The great fire of London</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we are learning to name and locate and name the four countries of the UK and their capital cities <p><u>Geographical Skills and Field Work</u></p> <ul style="list-style-type: none"> As Geographers we are learning to use simple compass directions and directional language to describe the route on a map of The Great Fire of London and its devastation As Geographers we are learning to use maps to locate London in the UK and identify streets of London As Geographers we are learning to use Aerial photographs (past and present) to compare and recognise landmarks. As Geographers we are learning to devise simple maps with basic symbols of London (before the fire) <p>The Big Question: - How was travel developed throughout history?</p>	<p>The Big Question: - How do the lives of Victorian children in Castleford differ from ours? (History Driver = Local Study – History of coal mining) Victorian children to modern day mining.</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will name and locate counties and cities of the UK. As Geographers, we will identify human and physical characteristics of Castleford and surrounding areas. As Geographers, we will locate the world’s countries, using maps to focus on location of the UK and North America. As Geographers, we will use the eight points of a compass and grid references to build knowledge of the United Kingdom and North America. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will explore human and physical characteristics of Castleford and compare to that of Texas. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will compare the distribution of natural resources such as coal and oil. <p><u>Geographical skills and fieldwork</u></p>

GEOGRAPHY PROGRESSION



<ul style="list-style-type: none"> As Geographers we will use observational skills to discuss our local town and the coal mining landscape As Geographers we will create a map and use key symbols <p>The Big Question: Would a polar bear live in Australia? (science driver)</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will locate and name the 7 continents- and some animals in each As Geographers we will locate and name the oceans of the world and some of the sea creatures that live in them <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will compare where different animals live and discuss why they live there <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers we will use vocabulary to talk about the features of where we live (continent, country, county, town) As Geographers we will say what appropriate clothing would be for explorers in relation to the equator <p><u>Geography skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will locate the equator and discuss hot and cold places (and the animals that live in each) <p>The Big question: Why don't animals that live in a jungle, live in British woodlands? (Geography driver)</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will locations of cloud forests around the world and describe their features As Geographers we will locate local woodlands in Leeds and the jungle in Australia <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will compare a British woodland to a tropical jungle (Temple Newsham, Leeds V Australian Jungle) <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> As Geographers we will identify some features and weather of Australian tropical seasonal forests. As Geographers we will identify the locations of mangroves around the world and describe their features and weather. As Geographers we will locations of cloud forests around the world and describe their features <p><u>Geography skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will use aerial photographs to study the features of woodlands and forests As Geographers we will use observations to identify the features of local woodland areas (visit to Temple Newsham) <p>The Big Question: How has the seaside changed over time? (History Driver = Changes within living memory)</p> <p>The Victorians and the development of the seaside</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will locate the 4 countries that make up the UK As Geographers we will locate popular seaside resorts in each country of the UK As Geographers we will identify and names the seas that surround our coastline As Geographers we will locate Bridlington and understand why the location of this makes it our most popular seaside to visit from Castleford – using compass directions <p><u>Human and Physical knowledge:</u></p> <ul style="list-style-type: none"> As Geographers we will explore the UK weather patterns that affect our holiday season <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> As Geographers we will use atlases locate Bridlington and understand why the location of this makes it our most popular seaside to visit from Castleford – using compass directions 	<p>(History Driver = Achievements of mankind/Significant events in history)</p> <p>Trains – George Stephenson; Water – Titanic/ Ellan Macarther; Air – Amelia Earhart; Space- Neil Armstrong/ Helen Sharman/Tim Peakes</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we are learning to name and locate the seven continents and the five oceans (Amelia Earhart) <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we are learning to understand geographical similarities and differences of a small area of the UK and a small area of a contrasting non -European country (Castleford to Lae, Papa New Guinea) <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers we are learning to locate hot and cold areas of the world in relation to the equator and the north and south poles As Geographers we are learning to use simple compass directions and directional language to describe the route on a map (Amelia Earhart journey) As Geographers we are learning to Arial photographs (past and present) to compare and recognise landmarks, human and physical features As Geographers we are learning to use simple field work and observation skills to study geography pf a local area of the key human and physical features (compare to Lae). <p>The Big Question: - How have woman shown bravery in the past? (History Driver = Lives of significant individuals of the past)</p> <p>Boudica, Florence Nightingale, Marie Currie</p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we are learning to discuss/compare vegetation in countries of Southern/Northern Hemispheres. As Geographers, we are learning to compare weather patterns between N and S Hemisphere. As Geographers, we are learning to understand that each hemisphere has opposite at the same time. As Geographers, we are learning about vegetation – harvesting of crops (e.g. corn) and what seasons they are grown/harvested and understand why the Roman's wanted to settle in the UK. As Geographers, we are learning about the production process of crops ('from farm to fork'). As Geographers, we are learning about the process of production. 	<ul style="list-style-type: none"> As Geographers, we will use fieldwork to observe, measure, record and present the human and physical features in the local area. (Trip to Queens Mill). <p>The Big Question: - Stone Age Vs Iron Age – When do you think it was better to live? (History Driver = British History)</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will analyse how the land use has developed from the Stone Age to now. <p><u>Geographical skills and filedwork</u></p> <ul style="list-style-type: none"> As Geographers, we will use grid references and maps including symbols and keys to identify significant Stone Age locations (Stonehenge, Skara Brae). <p>The Big Question: - What legacy did the Ancient Greeks leave us? (History Driver = World History/Ancient Civilisations)</p> <p>Ancient Greece</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will locate the world's countries using maps to identify and locate Greece. As Geographers, we will compare the environmental regions of major cities such as Athens and Sparta and how they have changed over time. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will compare similarities and differences through the study of human and physical geography between Olympia and London. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will compare climate zones, biomes and landscape between the UK and Greece.
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GEOGRAPHY PROGRESSION



<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> As Geographers we will use observations to discuss and identify the human and physical features of a seaside town (Visit to Bridlington) <p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where. <p>Direction/Location:</p> <ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. <p>Representation:</p> <ul style="list-style-type: none"> Use own symbols on imaginary map. <p>Using maps:</p> <ul style="list-style-type: none"> Use a simple picture map to move around the school Recognise that it is about a place <p>Type of maps: Look at picture maps and globes</p>	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols. <p>Direction/Location:</p> <ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) <p>Representation:</p> <ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key. <p>Using maps:</p> <ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places. <p>Type of maps:</p> <ul style="list-style-type: none"> Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas 	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT. <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 4 compass points to follow/give directions Use letter/no. coordinates to locate features on a map. <p>Drawing maps:</p> <ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order Try to make a simple scale drawing. <p>Representation:</p> <ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key <p>Using maps:</p> <ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) <p>Type of maps:</p> <ul style="list-style-type: none"> Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.
<p>Curriculum Links</p>	<p>History:</p> <ul style="list-style-type: none"> History of local area and physical features – coal Similarities and differences of seaside resorts now V Victorian Era – locate UK seaside and location of them from Castleford and the seas around the UK Why do we go to the British seaside when we do? Seasons <p>Art:</p> <ul style="list-style-type: none"> "The Great Wave" - Katsushika Hokusai – where is the artist from and what sea/ocean was the inspiration Henry Moore – local sculptor. Natural material used <p>Science:</p> <ul style="list-style-type: none"> Animals Inc Humans – compare animals in UK to animals in a rainforest. Similarities and differences in habitats Locations and hemispheres/equators - weather patterns 	<p>History:</p> <ul style="list-style-type: none"> Great Fire of London – Locate London in the UK, draw simple maps of London, direction of fire as it progressed, locate streets on a map, use aerial photographs to locate landmarks, comparing maps of London in 1666 and now – changes over time Transport - Continent and oceans – Amelia Earhart's travels, comparison of Lea, Papa New Guinee (last known sighting of AE to London <p>Art:</p> <ul style="list-style-type: none"> Architecture – Sir Christopher Wren <p>Science:</p> <ul style="list-style-type: none"> Animas inc. Humans – different habitats (deserts, jungles, oceans, Antarctica) – locate Adaptation – physical geographical needs for change 	<p>History:</p> <ul style="list-style-type: none"> Local study of Castleford. Locate Analyse changes over time and why Settlement and land use – coal mining How the local River Aire was used during the Victorian times/local mill Comparison with region of non-European country – Texas (US) V West Yorkshire and mining – coal V oil = resources and trade Settlements and land use during the Stone and Iron ages Natural resources and minerals of UK during Stone and Iron ages Ancient Greece physical and human features of major cities and how these have changed over time Comparison with European region – London V Olympia = Olympics, climate zones, landscapes <p>Art:</p> <ul style="list-style-type: none"> Tom McGuinness – Coal miner and artist (work based on coal mining) compared to David Hockney = painting and colour = comparison of locational inspiration Charles Lewis – Tiffany jewellery designer V stone age jewellery = use of natural resources = Sculpture and form Preserved cave drawings – drawing line and from – Altamira Cave in Spain and Lascaux cave in France – Social culture Shoji Hamand = ancient Greek pottery, natural clay/resources. Textiles and printing Cultural diversity in art – jewellery and natural resources <p>Science:</p> <ul style="list-style-type: none"> Rocks – rock types and how fossils are formed and how their shape can be changed – ie to form Sone Ae Jewellery. Different rock/soil types around the world <p>SMSC:</p> <ul style="list-style-type: none"> Stone Age, Victorians, Ancient Greeks – cultural traditions

GEOGRAPHY PROGRESSION



Progression	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate some places in their locality, the UK and wider world. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds 	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate significant places in their locality, the UK and wider world. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and cultures <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Develop simple fieldwork and observational skills when studying the geography of the school and local environment Identify daily and seasonal weather patterns 	<ul style="list-style-type: none"> Develop an understanding of the concept of sustainable resources/development and the impact on the world/people
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Year 3			
	Prior year's content	Year 3 content	Subsequent year's content
Disciplinary Knowledge	<p>The Big Question: - Why did London burn so quickly and why hasn't it happened since? (History Driver = Events beyond living history/Significant historical event) The great fire of London <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we are learning to name and locate and name the four countries of the UK and their capital cities <p><u>Geographical Skills and Field Work</u></p> <ul style="list-style-type: none"> As Geographers we are learning to use simple compass directions and directional language to describe the route on a map of The Great Fire of London and its devastation As Geographers we are learning to use maps to locate London in the UK and identify streets of London As Geographers we are learning to use Aerial photographs (past and present) to compare and recognise landmarks. As Geographers we are learning to devise simple maps with basic symbols of London (before the fire) <p>The Big Question: - How was travel developed throughout history? (History Driver = Achievements of mankind/Significant events in history) Trains – George Stephenson; Water – Titanic/ Eilan Macarther; Air – Amelia Earhart; Space- Neil Armstrong/ Helen Sharman/Tim Peakes <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we are learning to name and locate the seven continents and the five oceans (Amelia Earhart) <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we are learning to understand geographical similarities and differences of a small area of the UK and a small area of a contrasting non-European country (Castleford to Lae, Papa New Guinea) <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers we are learning to locate hot and cold areas of the world in relation to the equator and the north and south poles As Geographers we are learning to use simple compass directions and directional language to describe the route on a map (Amelia Earhart journey) 	<p>The Big Question: - How do the lives of Victorian children in Castleford differ from ours? (History Driver = Local Study – History of coal mining) Victorian children to modern day mining. <u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will name and locate counties and cities of the UK. As Geographers, we will identify human and physical characteristics of Castleford and surrounding areas. As Geographers, we will locate the world's countries, using maps to focus on location of the UK and North America. As Geographers, we will use the eight points of a compass and grid references to build knowledge of the United Kingdom and North America. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will explore human and physical characteristics of Castleford and compare to that of Texas. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will compare the distribution of natural resources such as coal and oil. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> As Geographers, we will use fieldwork to observe, measure, record and present the human and physical features in the local area. (Trip to Queens Mill). <p>The Big Question: - Stone Age Vs Iron Age – When do you think it was better to live? (History Driver = British History) Changes in Britain from the Stone Age to the Iron Age <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will analyse how the land use has developed from the Stone Age to now. <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> As Geographers, we will use grid references and maps including symbols and keys to identify significant Stone Age locations (Stonehenge, Skara Brae). <p>The Big Question: - What legacy did the Ancient Greeks leave us? (History Driver = World History/Ancient Civilisations) Ancient Greece <u>Locational knowledge</u></p>	<p>The Big Question: - How did the Romans conquer Britain and what was the impact on natives? (History Driver = British History) The Roman Empire and its impact on Britain <u>Locational knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will locate the origins of the Roman empire using maps As a Geographer, I will use maps to identify historical Roman towns of Britain, identifying their geographical features. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As a Geographer, I will locate volcanoes in Italy, explaining the geographical reasons for eruptions As a Geographer, I will identify the roll of earthquakes in the eruption of a volcano. <p>The Big Question: - How does the land and community differ when exploring different continents? (Geographical driver) <u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> As Geographers, we will identify the continents of the world, recognising their shape As Geographers, we will identify countries of the world using the contents page of an atlas and compass directions <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will compare the differences between an area of India and Japan As a Geographer, I will compare the physical and human geographical similarities and differences between India and the USA <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will present how the land and communities differ between two contrasting locations <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will describe the major physical geographical features of a continent – Asia As a Geographer, I will describe the reasons for the variation of weather patterns across India As a geographer, I will describe the natural resources available to the Indian population and its impact on environmental change As a geographer, I will identify the trade links that made India an important destination

GEOGRAPHY PROGRESSION



	<ul style="list-style-type: none"> As Geographers we are learning to use Aerial photographs (past and present) to compare and recognise landmarks, human and physical features As Geographers we are learning to use simple field work and observation skills to study geography of a local area of the key human and physical features (compare to Lae). <p>The Big Question: - How have woman shown bravery in the past? (History Driver = Lives of significant individuals of the past) Boudica, Florence Nightingale, Marie Currie <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we are learning to discuss/compare vegetation in countries of Southern/Northern Hemispheres. As Geographers, we are learning to compare weather patterns between N and S Hemisphere. As Geographers, we are learning to understand that each hemisphere has opposite at the same time. As Geographers, we are learning about vegetation – harvesting of crops (e.g. corn) and what seasons they are grown/harvested and understand why the Roman's wanted to settle in the UK. As Geographers, we are learning about the production process of crops ('from farm to fork'). As Geographers, we are learning about the process of production. 	<ul style="list-style-type: none"> As Geographers, we will locate the world's countries using maps to identify and locate Greece. As Geographers, we will compare the environmental regions of major cities such as Athens and Sparta and how they have changed over time. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will compare similarities and differences through the study of human and physical geography between Olympia and London. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will compare climate zones, biomes and landscape between the UK and Greece. 	<ul style="list-style-type: none"> As a Geographer, I will describe the reasons for the variation of weather patterns across the USA As a geographer, I will describe the natural resources available to the USA's population and its impact on environmental change As a geographer, I will identify the trade links that made the USA an important destination <p>The Big Question: - Were the Romans the last people to invade Britain? (History Driver = British History) Britain's settlement by Scots, Anglo Saxons and Vikings <u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> As a Geographer, I will identify the geographical features of Scandanavia <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will identify countries in Europe, focusing on the countries of Scandanavia and the major cities within it. As Geographers, we will name and locate towns and cities of modern-day Saxon settlements <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will compare similarities and differences between a town in Yorkshire and a city in Scandanavia – York v Oslo <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As a Geographer, I will analyse the reasons why Vikings settled in areas of Britain. As Geographers, we will 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>Substantive Knowledge</p>	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols. <p>Direction/Location:</p> <ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) <p>Representation:</p> <ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key. <p>Using maps:</p> <ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places. <p>Type of maps:</p> <ul style="list-style-type: none"> Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas 	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT. <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 4 compass points to follow/give directions Use letter/no. coordinates to locate features on a map. <p>Drawing maps:</p> <ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order Try to make a simple scale drawing. <p>Representation:</p> <ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key <p>Using maps:</p> <ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) <p>Type of maps:</p> <ul style="list-style-type: none"> Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. 	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 4 compass points well Begin to use 8 compass points Use letter/no. coordinates to locate features on a map confidently <p>Drawing maps:</p> <ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order Make a simple scale drawing. <p>Representation:</p> <ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map. <p>Using maps:</p> <ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or Italy/Norway on globe) Follow a route on a large-scale map. <p>Type of maps:</p> <ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

GEOGRAPHY PROGRESSION



Curriculum Links	<p>History:</p> <ul style="list-style-type: none"> Great Fire of London – Locate London in the UK, draw simple maps of London, direction of fire as it progressed, locate streets on a map, use aerial photographs to locate landmarks, comparing maps of London in 1666 and now – changes over time Transport - Continent and oceans – Amelia Earhart's travels, comparison of Lea, Papa New Guinee (last known sighting of AE to London) <p>Art:</p> <ul style="list-style-type: none"> Architecture – Sir Christopher Wren <p>Science:</p> <ul style="list-style-type: none"> Animas inc. Humans – different habitats (deserts, jungles, oceans, Antarctica) – locate Adaptation – physical geographical needs for change 	<p>History:</p> <ul style="list-style-type: none"> Local study of Castleford. Locate Analyse changes over time and why Settlement and land use – coal mining How the local River Aire was used during the Victorian times/local mill Comparison with region of non European country – Texas (US) V West Yorkshire and mining – coal V oil = resources and trade Settlements and land use during the Stone and Iron ages Natural resources and minerals of UK during Stone and Iron ages Ancient Greece physical and human features of major cities and how these have changed over time Comparison with European region – London V Olympia = Olympics, climate zones, landscapes <p>Art:</p> <ul style="list-style-type: none"> Tom McGuiness – Coal miner and artist (work based on coal mining) compared to David Hockney = painting and colour = comparison of locational inspiration Charles Lewis – Tiffany jewellery designer V stone age jewellery = use of natural resources = Sculpture and form Preserved cave drawings – drawing line and from – Altamira Cave in Spain and Lascaux cave in France – Social culture Shoji Hamand = ancient Greek pottery, natural clay/resources. Textiles and printing Cultural diversity in art – jewellery and natural resources <p>Science:</p> <ul style="list-style-type: none"> Rocks – rock types and how fossils are formed and how their shape can be changed – ie to form Sone Ae Jewellery. Different rock/soil types around the world <p>SMSC:</p> <ul style="list-style-type: none"> Stone Age, Victorians, Ancient Greeks – cultural traditions Develop an understanding of the concept of sustainable resources/development and the impact on the world/people 	<p>History:</p> <ul style="list-style-type: none"> Locate Italy/Rome within Europe/world, locate/track Roman Empire expansion Geographical characteristics of Italy and Rome and how these have changed over time and why Locate Roman city of Pompeii – Mount Vesuvius eruption, when, impact and why (physical geography = volcanoes link to earthquakes) Settlement Romans, Anglo Saxons and Vikings Comparison of Scandinavia to now = Norway, Denmark, Sweden and why/how it has changed over time Northern and southern hemispheres and the weather (Scandinavia) Comparison of region in UK to European region = York V Oslo Rivers – how the Vikings travelled <p>Art:</p> <ul style="list-style-type: none"> Antoni Gaudi – sculpture = mosaics – inspiration (Roman) and location (Barcelona) 4 major Nordik art styles (printing, pattern and textiles) and the historic/geographical culture behind them = Osebur, Borre, Vang, Mammen <p>Science:</p> <ul style="list-style-type: none"> Biomes and climate zones/biomes Water cycle – rivers of the UK (Vikings used to travel) = Changing state <p>SMSC:</p> <ul style="list-style-type: none"> Empathy of others less fortunate – link to earthquakes and volcanoes (Stems from Romans) Cultural traditions – Scandinavia (Denmark, Sweden, Norway) India and USA = similarities and differences (term 2)
Progression	<p>Children can:</p> <p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate significant places in their locality, the UK and wider world. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and cultures <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Develop simple fieldwork and observational skills when studying the geography of the school and local environment Identify daily and seasonal weather patterns 	<p>Children can:</p> <p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features. <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Observe, record, and name geographical features in their local environments. 	<p>Children can:</p> <p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use geographical language to identify and explain some aspects of human and physical features and patterns Describe how features and places change and the links between people and environments <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people. <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Observe, record, and explain physical and human features of the environment.

Year 4

Year 4			
	Prior year's content	Year 4 content	Subsequent year's content
Disciplinary Knowledge	<p>The Big Question: - <u>How do the lives of Victorian children in Castleford differ from ours?</u> (History Driver = Local Study – History of coal mining) Victorian children to modern day mining.</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will name and locate counties and cities of the UK. As Geographers, we will identify human and physical characteristics of Castleford and surrounding areas. 	<p>The Big Question: - <u>How did the Romans conquer Britain and what was the impact on natives?</u> (History Driver = British History) The Roman Empire and its impact on Britain</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will locate the origins of the Roman empire using maps A Geographer, I will use maps to identify historical Roman towns of Britain, identifying their geographical features. 	<p>The Big Question: - <u>How was life different for the Maya and the Britons during the Stone ages?</u> (History Driver = World History/Ancient Civilisations/Non-European) The Mayans</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will use a map to locate Europe and South America and their key physical and human characteristics. As Geographers, we will use atlases to locate the major cities and geographical regions including rivers

GEOGRAPHY PROGRESSION



<ul style="list-style-type: none"> As Geographers, we will locate the world's countries, using maps to focus on location of the UK and North America. As Geographers, we will use the eight points of a compass and grid references to build knowledge of the United Kingdom and North America. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will explore human and physical characteristics of Castleford and compare to that of Texas. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will compare the distribution of natural resources such as coal and oil. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> As Geographers, we will use fieldwork to observe, measure, record and present the human and physical features in the local area. (Trip to Queens Mill). <p>The Big Question: - Stone Age Vs Iron Age – When do you think it was better to live? (History Driver = British History) Changes in Britain from the Stone Age to the Iron Age</p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will analyse how the land use has developed from the Stone Age to now. <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> As Geographers, we will use grid references and maps including symbols and keys to identify significant Stone Age locations (Stonehenge, Skara Brae). <p>The Big Question: - What legacy did the Ancient Greeks leave us? (History Driver = World History/Ancient Civilisations) Ancient Greece</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will locate the world's countries using maps to identify and locate Greece. As Geographers, we will compare the environmental regions of major cities such as Athens and Sparta and how they have changed over time. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will compare similarities and differences through the study of human and physical geography between Olympia and London. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will compare climate zones, biomes and landscape between the UK and Greece. 	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As a Geographer, I will locate volcanoes in Italy, explaining the geographical reasons for eruptions As a Geographer, I will identify the roll of earthquakes in the eruption of a volcano. <p>The Big Question: - How does the land and community differ when exploring different continents? (Geographical driver) <u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> As Geographers, we will identify the continents of the world, recognising their shape As Geographers, we will identify countries of the world using the contents page of an atlas and compass directions <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will compare the differences between an area of India and Japan As a Geographer, I will compare the physical and human geographical similarities and differences between India and the USA <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will present how the land and communities differ between two contrasting locations <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will describe the major physical geographical features of a continent – Asia As a Geographer, I will describe the reasons for the variation of weather patterns across India As a geographer, I will describe the natural resources available to the Indian population and its impact on environmental change As a geographer, I will identify the trade links that made India an important destination As a Geographer, I will describe the reasons for the variation of weather patterns across the USA As a geographer, I will describe the natural resources available to the USA's population and its impact on environmental change As a geographer, I will identify the trade links that made the USA an important destination <p>The Big Question: - Were the Romans the last people to invade Britain? (History Driver = British History) Britain's settlement by Scots, Anglo Saxons and Vikings</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> As a Geographer, I will identify the geographical features of Scandanavia <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will identify countries in Europe, focusing on the countries of Scandanavia and the major cities within it. As Geographers, we will name and locate towns and cities of modern-day Saxon settlements <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will compare similarities and differences between a town in Yorkshire and a city in Scandanavia – York v Oslo <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As a Geographer, I will analyse the reasons why Vikings settled in areas of Britain. As Geographers, we will 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 	<ul style="list-style-type: none"> As Geographers we will, identify the significance of longitude and latitude, the Equator and the hemispheres <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, understand the geographical similarities between Brazil and UK. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers we will study the climate zones, biomes, vegetation belts and rives comparing the UK (Thames) and Brazil (Amazon) As Geographers we will study the human geography comparing the land use, economic activity, trade links, distribution of natural resources and food through comparisons between the UK and Brazil <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> As Geographers we will, use the eight points of a compass, four and six figure grid references, keys and symbols to compare UK and Brazil <p>The Big Question: - How did the Ancient Egyptian civilisation rise and fall? (History Driver = World History/Ancient Civilisations) The Egyptians</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will use a map to locate Africa concentrating on environmental regions in particular Egypt and their key physical and human characteristics. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, understand the geographical similarities between Leeds and Cairo. <p><u>Human Geography</u></p> <ul style="list-style-type: none"> As Geographers we will, identify climate zones, biomes, vegetation belts, rivers and how these have benefitted the cities/countries and this has changed over time As Geographers we will, Identify the use of rivers for trade and settlement comparing the River Nile and the River Aire <p>Geographical skills and field work</p> <ul style="list-style-type: none"> As Geographers we will, use the eight points of a compass, four and six figure grid references, keys and symbols to compare UK and Egypt <p>The Big Question: - What did the Victorians ever do for us? (British History) The Victorians and the Industrial Revolution)</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics- identify cities where the industrial revolution grew. As Geographers we will, locate the world's countries, using maps to focus on the UK and Africa/Ethiopia (for comparison) - concentrating on their environmental regions, key physical and human characteristics and major cities <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, understand geographical similarities and differences through the study of human and physical geography in the UK and Ethiopia <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> As Geographers we will, compare climate zones, vegetation belts and biomes in the UK and Ethiopia As Geographers we will, explain how regions on and around rely on the River Nile and compare its features to that of the Thames As Geographers we will, compare a developed country of the UK to an underdeveloped country and explain the impact of the industrial revolution <p>Geographical skills and field work</p> <ul style="list-style-type: none"> As Geographers we will, use maps atlases, globes and digital/computer mapping to locate countries and describe features studied – track the Nile from its source to the sea As Geographers we will, use the eight points of a compass to build our knowledge of the Leeds and the Egypt As Geographers we will, use four and six-figure grid references to build our knowledge of Leeds and the Egypt
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GEOGRAPHY PROGRESSION



<p>Substantive Knowledge</p>	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT. <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 4 compass points to follow/give directions Use letter/no. coordinates to locate features on a map. <p>Drawing maps:</p> <ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order Try to make a simple scale drawing. <p>Representation:</p> <ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key <p>Using maps:</p> <ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) <p>Type of maps:</p> <ul style="list-style-type: none"> Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. 	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 4 compass points well Begin to use 8 compass points Use letter/no. coordinates to locate features on a map confidently <p>Drawing maps:</p> <ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order Make a simple scale drawing. <p>Representation:</p> <ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map. <p>Using maps:</p> <ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or Italy/Norway on globe) Follow a route on a large-scale map. <p>Type of maps:</p> <ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> As Geographers we will, use symbols and keys on ordinance survey maps to build knowledge of Leeds and the Egypt <p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 8 compass points Begin to use 4 figure coordinates to locate features on a map. <p>Drawing maps:</p> <ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. <p>Representation:</p> <ul style="list-style-type: none"> Draw a sketch map using symbols and a key Use/recognise OS map symbols. <p>Using maps:</p> <ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Ethiopia, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find driest part of the world) <p>Type of maps:</p> <ul style="list-style-type: none"> Use index and contents page within atlases. Use medium scale land ranger OS maps.
<p>Curriculum Links</p>	<p>History:</p> <ul style="list-style-type: none"> Local study of Castleford. Locate Analyse changes over time and why Settlement and land use – coal mining How the local River Aire was used during the Victorian times/local mill Comparison with region of non European country – Texas (US) V West Yorkshire and mining – coal V oil = resources and trade Settlements and land use during the Stone and Iron ages Natural resources and minerals of UK during Stone and Iron ages Ancient Greece physical and human features of major cities and how these have changed over time Comparison with European region – London V Olympia = Olympics, climate zones, landscapes <p>Art:</p> <ul style="list-style-type: none"> Tom McGuinness – Coal miner and artist (work based on coal mining) compared to David Hockney = painting and colour = comparison of locational inspiration Charles Lewis – Tiffany jewellery designer V stone age jewellery = use of natural resources = Sculpture and form Preserved cave drawings – drawing line and from – Altamira Cave in Spain and Lascaux cave in France – Social culture Shoji Hamand = ancient Greek pottery, natural clay/resources. Textiles and printing Cultural diversity in art – jewellery and natural resources <p>Science:</p> <ul style="list-style-type: none"> Rocks – rock types and how fossils are formed and how their shape can be changed – ie to form Sone Ae Jewellery. Different rock/soil types around the world <p>SMSC:</p> <ul style="list-style-type: none"> Stone Age, Victorians, Ancient Greeks – cultural traditions 	<p>History:</p> <ul style="list-style-type: none"> Locate Italy/Rome within Europe/world, locate/track Roman Empire expansion Geographical characteristics of Italy and Rome and how these have changed over time and why Locate Roman city of Pompeii – Mount Vesuvius eruption, when, impact and why (physical geography = volcanoes link to earthquakes) Settlement Romans, Anglo Saxons and Vikings Comparison of Scandinavia to now = Norway, Denmark, Sweden and why/how it has changed over time Northern and southern hemispheres and the weather (Scandinavia) Comparison of region in UK to European region = York V Oslo Rivers – how the Vikings travelled <p>Art:</p> <ul style="list-style-type: none"> Antoni Gaudi – sculpture = mosaics – inspiration (Roman) and location (Barcelona) 4 major Nordik art styles (printing, pattern and textiles) and the historic/geographical culture behind them = Osebur, Borre, Vang, Mammen <p>Science:</p> <ul style="list-style-type: none"> Biomes and climate zones/biomes Water cycle – rivers of the UK (Vikings used to travel) = Changing state <p>SMSC:</p> <ul style="list-style-type: none"> Empathy of others less fortunate – link to earthquakes and volcanoes (Stems from Romans) Cultural traditions – Scandinavia (Denmark, Sweden, Norway) India and USA = similarities and differences (term 2) 	<p>History:</p> <ul style="list-style-type: none"> South America and key physical features linked to Maya Civilisation “Mesoamerica” – how has this changed over time and why? Climate, biomes of South America linked to Maya and natural resources Equator/hemispheres/tropics of Cancer and Capricorn Comparison of UK and non-European Country – UK V Brazil Use of River and resources (Thames V Amazon) Land use and natural resources (Rainforests) Vegetation belts, biomes, climate zones Comparison of UK V Egypt – changes over time. Leeds V Cairo River Aire and River Nile – trade, settlement, farming, industry and use over time Compare London with Ethiopia (developed and underdeveloped) – changes brought on by industrial revolution Compare the Nile in Egypt and Nile in Ethiopia – drought/water cycle Features of the rivers studies and how these have changed over time (Nile, Thames, Aire, Amazon) – compare use over time Compare the Maya civilisation to the Britons during the tone Age (use of resources etc) <p>Art:</p> <ul style="list-style-type: none"> Canopic jars – sculpture and form. Historic and geographical culture Romero Britto V Banksy – Brazilian and British street/graffiti artists = use of colour and locational inspiration and their background Cultural diversity of artists L.S. Lowry = industrial scenes. Use of colour and locational inspiration <p>Science:</p> <ul style="list-style-type: none"> Lines of longitude/latitude and time zones (Earth and Space) Earth tilt/Globes (Earth, sun, moon)

GEOGRAPHY PROGRESSION



	<ul style="list-style-type: none"> Develop an understanding of the concept of sustainable resources/development and the impact on the world/people 		<ul style="list-style-type: none"> Water Cycle (Rivers and climate of South America) – materials and their properties Habitats/animals around the world (Living things and their habitats) <p>SMSC:</p> <ul style="list-style-type: none"> Empathy for those less fortunate (Ethiopian drought/poverty) Explore own feelings about different cultures/people/environments Comprehend moral situations – rainforest/deforestation and develop own attitudes Sustainable resources/development and the impact on the world/people Explore cultural traditions associated with the Maya civilisations and Ancient Egyptians as well as traditions in the modern world (Egypt/Ethiopia/Amazon)
Progression	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features. <p>Geographical skills - Enquiry and investigation: Observe, record, and name geographical features in their local environments.</p>	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use geographical language to identify and explain some aspects of human and physical features and patterns Describe how features and places change and the links between people and environments <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people. <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Observe, record, and explain physical and human features of the environment. 	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. <i>Why is that happening in that place? Could it happen here?</i> Recognise geographical issues affecting people in different places and environments <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.

Year 5			
	Prior year's content	Year 5 content	Subsequent year's content
Disciplinary Knowledge	<p>The Big Question: - How did the Romans conquer Britain and what was the impact on natives? (History Driver = British History) The Roman Empire and its impact on Britain <u>Locational knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will locate the origins of the Roman empire using maps As a Geographer, I will use maps to identify historical Roman towns of Britain, identifying their geographical features. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As a Geographer, I will locate volcanoes in Italy, explaining the geographical reasons for eruptions As a Geographer, I will identify the roll of earthquakes in the eruption of a volcano. <p>The Big Question: - How does the land and community differ when exploring different continents? (Geographical driver) <u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> As Geographers, we will identify the continents of the world, recognising their shape As Geographers, we will identify countries of the world using the contents page of an atlas and compass directions <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will compare the differences between an area of India and Japan 	<p>The Big Question: - How was life different for the Maya and the Britons during the Stone ages? (History Driver = World History/Ancient Civilisations/Non-European) The Mayans <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will use a map to locate Europe and South America and their key physical and human characteristics. As Geographers, we will use atlases to locate the major cities and geographical regions including rivers As Geographers we will, identify the significance of longitude and latitude, the Equator and the hemispheres <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, understand the geographical similarities between Brazil and UK. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers we will study the climate zones, biomes, vegetation belts and rives comparing the UK (Thames) and Brazil (Amazon) As Geographers we will study the human geography comparing the land use, economic activity, trade links, distribution of natural resources and food through comparisons between the UK and Brazil <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> As Geographers we will, use the eight points of a compass, four and six figure grid references, keys and symbols to compare UK and Brazil 	<p>The big question – How have different acts of bravery in the past impacted on our lives today? (History Driver = British History) The suffragette movement/Martin Luther King/WW1 <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will use maps to focus on Europe (including Russia), identifying their key characteristics. As Geographers we will locate the countries of Europe and capital cities pre-WW1 and after. As Geographers we will identify where borders have changed and where new countries have been created and others have gone. As Geographers we will locate the battlegrounds of WW1/WW2, analysing the European terrain. <p><u>Human and Physical Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will locate the battlegrounds of WW1/WW2, analysing the European terrain. As Geographers we will analyse how alliances were formed including land ownership and borders. As Geographers we will analyse the settlement/movement of evacuees across Europe, throughout WW1. As Geographers we will analyse the land use and economic activity across Europe and why Germany wanted to gain power over the land. <p><u>Geographical Skills and Framework</u></p>

GEOGRAPHY PROGRESSION



<ul style="list-style-type: none"> As a Geographer, I will compare the physical and human geographical similarities and differences between India and the USA <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will present how the land and communities differ between two contrasting locations <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As Geographers, we will describe the major physical geographical features of a continent – Asia As a Geographer, I will describe the reasons for the variation of weather patterns across India As a geographer, I will describe the natural resources available to the Indian population and its impact on environmental change As a geographer, I will identify the trade links that made India an important destination As a Geographer, I will describe the reasons for the variation of weather patterns across the USA As a geographer, I will describe the natural resources available to the USA's population and its impact on environmental change As a geographer, I will identify the trade links that made the USA an important destination <p><u>The Big Question: - Were the Romans the last people to invade Britain?</u> (History Driver = British History) Britain's settlement by Scots, Anglo Saxons and Vikings <u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> As a Geographer, I will identify the geographical features of Scandanavia <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will identify countries in Europe, focusing on the countries of Scandanavia and the major cities within it. As Geographers, we will name and locate towns and cities of modern-day Saxon settlements <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As a Geographer, I will compare similarities and differences between a town in Yorkshire and a city in Scandanavia – York v Oslo <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> As a Geographer, I will analyse the reasons why Vikings settled in areas of Britain. As Geographers, we will 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><u>The Big Question: - How did the Ancient Egyptian civilisation rise and fall?</u> (History Driver = World History/Ancient Civilisations) The Egyptians <u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will use a map to locate Africa concentrating on environmental regions in particular Egypt and their key physical and human characteristics. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, understand the geographical similarities between Leeds and Cairo. <p><u>Human Geography</u></p> <ul style="list-style-type: none"> As Geographers we will, identify climate zones, biomes, vegetation belts, rivers and how these have benefitted the cities/countries and this has changed over time As Geographers we will, Identify the use of rivers for trade and settlement comparing the River Nile and the River Aire <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> As Geographers we will, use the eight points of a compass, four and six figure grid references, keys and symbols to compare UK and Egypt <p><u>The Big Question: - What did the Victorians ever do for us?</u> (British History) The Victorians and the Industrial Revolution) <u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics- identify cities where the industrial revolution grew. As Geographers we will, locate the world's countries, using maps to focus on the UK and Africa/Ethiopia (for comparison) - concentrating on their environmental regions, key physical and human characteristics and major cities <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, understand geographical similarities and differences through the study of human and physical geography in the UK and Ethiopia <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> As Geographers we will, compare climate zones, vegetation belts and biomes in the UK and Ethiopia As Geographers we will, explain how regions on and around rely on the River Nile and compare its features to that of the Thames As Geographers we will, compare a developed country of the UK to an underdeveloped country and explain the impact of the industrial revolution <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> As Geographers we will, use maps atlases, globes and digital/computer mapping to locate countries and describe features studied – track the Nile from its source to the sea As Geographers we will, use the eight points of a compass to build our knowledge of the Leeds and the Egypt As Geographers we will, use four and six-figure grid references to build our knowledge of Leeds and the Egypt As Geographers we will, use symbols and keys on ordinance survey maps to build knowledge of Leeds and the Egypt 	<ul style="list-style-type: none"> As Geographers we will use maps, atlases and globes to locate countries around Europe – describing battlegrounds and invasion patterns. As Geographers we will use digital/computer mapping to locate countries around Europe – describing battlegrounds and invasion patterns. As Geographers we will use a compass and six figure grid references to build knowledge on the United Kingdom and the Europe. As Geographers we will analyse ordinance survey maps to look at the terrain/landscape pre and post WW1. As Geographers we will use ordinance survey maps, compasses and six figure grid references to track the movements of the Allied/axis forces during WW1. <p><u>The Big Question: How did prejudice lead to the “Darkest period in history” and could it ever happen again?</u> (History Driver = World History) The cause of the Holocaust <u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will use maps to locate the different countries involved in WW2 (including Russia). As Geographers we will locate and name the capital cities across Europe, that were integral to WW2. As Geographers we will: use maps to locate key concentration camps across Europe. <p><u>Human and Physical knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will analyse different types of settlement across Europe during WW2. As Geographers we will understand where Jewish people migrated to post WW2 – understanding the creation of Israel and why. <p><u>Geographical skills and framework</u></p> <ul style="list-style-type: none"> As Geographers we will use maps, atlases and globes to locate Israel and Palestine in Europe – describing various features about the two locations. As Geographers we will track the movement of the Jewish community across Europe to America, the UK and Israel. As Geographers we will use a compass and six-figure grid reference to build our knowledge of the United Kingdom. As Geographers we will use our knowledge of a compass and six-figure grid refences (supplemented by ordinance survey maps) to locate concentration camps across Europe. <p><u>The Big Question: What are the reasons for migration to Britain throughout history and how has it shaped the Britain of today?</u> (History Driver = World history/non-European) Migration to Britain from the Romans to present day Place knowledge:</p> <ul style="list-style-type: none"> As Geographers we will analyse the geographical similarities and differences between the UK and Poland. As Geographers we will analyse the geographical similarities and differences between the UK and Pakistan. <p>Human and Physical knowledge:</p> <ul style="list-style-type: none"> As Geographers we will analyse the types of settlement and land use within the UK. As Geographers we will understand the economic activity in the UK and why this attracts migrants from across Europe. As Geographers we will examine what kind of an impact migrants have had on the culture of Britain. How has it changed? How has it developed?
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GEOGRAPHY PROGRESSION



<p>Substantive Knowledge</p>	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 4 compass points well Begin to use 8 compass points Use letter/no. coordinates to locate features on a map confidently <p>Drawing maps:</p> <ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order Make a simple scale drawing. <p>Representation:</p> <ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map. <p>Using maps:</p> <ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or Italy/Norway on globe) Follow a route on a large-scale map. <p>Type of maps:</p> <ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. 	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 8 compass points Begin to use 4 figure coordinates to locate features on a map. <p>Drawing maps:</p> <ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. <p>Representation:</p> <ul style="list-style-type: none"> Draw a sketch map using symbols and a key Use/recognise OS map symbols. <p>Using maps:</p> <ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Ethiopia, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find driest part of the world) <p>Type of maps:</p> <ul style="list-style-type: none"> Use index and contents page within atlases. Use medium scale land ranger OS maps. 	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 8 compass points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs Use latitude and longitude on atlas maps. <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. <p>Representation:</p> <ul style="list-style-type: none"> Use/recognise OS map symbol Use atlas symbols. <p>Using maps:</p> <ul style="list-style-type: none"> 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. terrain, land borders) <p>Type of maps:</p> <ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.
<p>Curriculum Links</p>	<p>History:</p> <ul style="list-style-type: none"> Locate Italy/Rome within Europe/world, locate/track Roman Empire expansion Geographical characteristics of Italy and Rome and how these have changed over time and why Locate Roman city of Pompeii – Mount Vesuvius eruption, when, impact and why (physical geography = volcanoes link to earthquakes) Settlement Romans, Anglo Saxons and Vikings Comparison of Scandinavia to now = Norway, Denmark, Sweden and why/how it has changed over time Northern and southern hemispheres and the weather (Scandinavia) Comparison of region in UK to European region = York V Oslo Rivers – how the Vikings travelled <p>Art:</p> <ul style="list-style-type: none"> Antoni Gaudi – sculpture = mosaics – inspiration (Roman) and location (Barcelona) 4 major Nordik art styles (printing, pattern and textiles) and the historic/geographical culture behind them = Osebur, Borre, Vang, Mammen <p>Science:</p> <ul style="list-style-type: none"> Biomes and climate zones/biomes Water cycle – rivers of the UK (Vikings used to travel) = Changing state <p>SMSC:</p> <ul style="list-style-type: none"> Empathy of others less fortunate – link to earthquakes and volcanoes (Stems from Romans) Cultural traditions – Scandinavia (Denmark, Sweden, Norway) India and USA = similarities and differences (term 2) 	<p>History:</p> <ul style="list-style-type: none"> South America and key physical features linked to Maya Civilisation "Mesoamerica" – how has this changed over time and why? Climate, biomes of South America linked to Maya and natural resources Equator/hemispheres/tropics of Cancer and Capricorn Comparison of UK and non-European Country – UK V Brazil Use of River and resources (Thames V Amazon) Land use and natural resources (Rainforests) Vegetation belts, biomes, climate zones Comparison of UK V Egypt – changes over time. Leeds V Cairo River Aire and River Nile – trade, settlement, farming, industry and use over time Compare London with Ethiopia (developed and underdeveloped) – changes brought on by industrial revolution Compare the Nile in Egypt and Nile in Ethiopia – drought/water cycle Features of the rivers studies and how these have changed over time (Nile, Thames, Aire, Amazon) – compare use over time Compare the Maya civilisation to the Britons during the tone Age (use of resources etc) <p>Art:</p> <ul style="list-style-type: none"> Canopic jars – sculpture and form. Historic and geographical culture Romero Britto V Banksy – Brazilian and British street/graffiti artists = use of colour and locational inspiration and their background Cultural diversity of artists L.S. Lowry = industrial scenes. Use of colour and locational inspiration <p>Science:</p> <ul style="list-style-type: none"> Lines of longitude/latitude and time zones (Earth and Space) Earth tilt/Globes (Earth, sun, moon) Water Cycle (Rivers and climate of South America) – materials and their properties Habitats/animals around the world (Living things and their habitats) <p>SMSC:</p>	<p>History:</p> <ul style="list-style-type: none"> European borders/countries and how they changed after WW1 – including Russia Physical features/European terrain of battlegrounds/trenches and how this aided/hindered invasion Location of battlefields Why alliances were forms/Empires – land ownership/economics/trade Settlement of evacuees/Jewish resettlement after WW2 Raise of Israel and current conflict Comparison of UK V Poland and Pakistan (high migration to UK) Migration/Settlement in the UK over history and recent years – reasons and gains = cultural, economics, trade, industry, war and how this has changed over time <p>Art:</p> <ul style="list-style-type: none"> Christopher R W Nevinson -war art = locational inspiration/scenes of war – drawing, line tone Kenneth Treister – "Hand Sculpture" = Symbolism Art Sculpture Lucian Fraud Portraiture – German/Jewish refugee known as one of the most influential British Artists of 20th C – biography of artist and his resettlement <p>Science:</p> <ul style="list-style-type: none"> Evolution and inheritance – adaptation of animals/plants to meet their environments around the world <p>SMSC:</p> <ul style="list-style-type: none"> Empathy for those less fortunate Understanding of different traditions/cultures Appreciation of how UK has benefitted from migration Understanding of different views Importance of recognising and standing up to prejudice Citizenship, where debates and discussion convey understanding of the impact of people and places Exploration of our own multi-cultural society

GEOGRAPHY PROGRESSION



		<ul style="list-style-type: none"> • Empathy for those less fortunate (Ethiopian drought/poverty) • Explore own feelings about different cultures/people/environments • Comprehend moral situations – rainforest/deforestation and develop own attitudes • Sustainable resources/development and the impact on the world/people • Explore cultural traditions associated with the Maya civilisations and Ancient Egyptians as well as traditions in the modern world (Egypt/Ethiopia/Amazon) 	
Progression	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> • Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Use geographical language to identify and explain some aspects of human and physical features and patterns • Describe how features and places change and the links between people and environments <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> • Ask and respond to more searching geographical questions including 'how?' and 'why?' • Identify and describe similarities, differences and patterns when investigating different places, environments and people. <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> • Observe, record, and explain physical and human features of the environment. 	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> • Name and locate an increasing range of places in the world including globally and topically significant features and events. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. • Demonstrate understanding of how and why some features or places are similar or different and how and why they change <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> • Ask and respond to questions that are more causal e.g. <i>Why is that happening in that place? Could it happen here?</i> • Recognise geographical issues affecting people in different places and environments <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> • Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> • Name and locate an extensive range of places in the world including globally and topically significant features and events <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. • Explain some links and interactions between people, places and environments. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> • Ask and respond to questions that are more causal e.g. <i>What happened in the past to cause that? How is it likely to change in the future?</i> • Make predictions and test simple hypotheses about people, places and geographical issues <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> • Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.

Year 6

	Prior year's content	Year 6 content	Subsequent year's content
Disciplinary Knowledge	<p>The Big Question: - How was life different for the Maya and the Britons during the Stone ages? (History Driver = World History/Ancient Civilisations/Non-European) The Mayans <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • As Geographers, we will use a map to locate Europe and South America and their key physical and human characteristics. • As Geographers, we will use atlases to locate the major cities and geographical regions including rivers • As Geographers we will, identify the significance of longitude and latitude, the Equator and the hemispheres <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • As Geographers we will, understand the geographical similarities between Brazil and UK. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • As Geographers we will study the climate zones, biomes, vegetation belts and rivers comparing the UK (Thames) and Brazil (Amazon) • As Geographers we will study the human geography comparing the land use, economic activity, trade links, distribution of natural resources and food through comparisons between the UK and Brazil <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • As Geographers we will, use the eight points of a compass, four and six figure grid references, keys and symbols to compare UK and Brazil <p>The Big Question: - How did the Ancient Egyptian civilisation rise and fall? (History Driver = World History/Ancient Civilisations) The Egyptians</p>	<p>The big question – How have different acts of bravery in the past impacted on our lives today? (History Driver = British History) The suffragette movement/Martin Luther King/WW1 <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • As Geographers we will use maps to focus on Europe (including Russia), identifying their key characteristics. • As Geographers we will locate the countries of Europe and capital cities pre-WW1 and after. • As Geographers we will identify where borders have changed and where new countries have been created and others have gone. • As Geographers we will locate the battlegrounds of WW1/WW2, analysing the European terrain. <p><u>Human and Physical Knowledge</u></p> <ul style="list-style-type: none"> • As Geographers we will locate the battlegrounds of WW1/WW2, analysing the European terrain. • As Geographers we will analyse how alliances were formed including land ownership and borders. • As Geographers we will analyse the settlement/movement of evacuees across Europe, throughout WW1. • As Geographers we will analyse the land use and economic activity across Europe and why Germany wanted to gain power over the land. <p><u>Geographical Skills and Framework</u></p> <ul style="list-style-type: none"> • As Geographers we will use maps, atlases and globes to locate countries around Europe – describing battlegrounds and invasion patterns. 	

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	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers, we will use a map to locate Africa concentrating on environmental regions in particular Egypt and their key physical and human characteristics. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, understand the geographical similarities between Leeds and Cairo. <p><u>Human Geography</u></p> <ul style="list-style-type: none"> As Geographers we will, identify climate zones, biomes, vegetation belts, rivers and how these have benefitted the cities/countries and this has changed over time As Geographers we will, Identify the use of rivers for trade and settlement comparing the River Nile and the River Aire <p>Geographical skills and field work</p> <ul style="list-style-type: none"> As Geographers we will, use the eight points of a compass, four and six figure grid references, keys and symbols to compare UK and Egypt <p>The Big Question: - What did the Victorians ever do for us? (British History) The Victorians and the Industrial Revolution)</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics- identify cities where the industrial revolution grew. As Geographers we will, locate the world's countries, using maps to focus on the UK and Africa/Ethiopia (for comparison) - concentrating on their environmental regions, key physical and human characteristics and major cities <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will, understand geographical similarities and differences through the study of human and physical geography in the UK and Ethiopia <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> As Geographers we will, compare climate zones, vegetation belts and biomes in the UK and Ethiopia As Geographers we will, explain how regions on and around rely on the River Nile and compare its features to that of the Thames As Geographers we will, compare a developed country of the UK to an underdeveloped country and explain the impact of the industrial revolution <p>Geographical skills and field work</p> <ul style="list-style-type: none"> As Geographers we will, use maps atlases, globes and digital/computer mapping to locate countries and describe features studied – track the Nile from its source to the sea As Geographers we will, use the eight points of a compass to build our knowledge of the Leeds and the Egypt As Geographers we will, use four and six-figure grid references to build our knowledge of Leeds and the Egypt As Geographers we will, use symbols and keys on ordnance survey maps to build knowledge of Leeds and the Egypt 	<ul style="list-style-type: none"> As Geographers we will use digital/computer mapping to locate countries around Europe – describing battlegrounds and invasion patterns. As Geographers we will use a compass and six figure grid references to build knowledge on the United Kingdom and the Europe. As Geographers we will analyse ordnance survey maps to look at the terrain/landscape pre and post WW1. As Geographers we will use ordnance survey maps, compasses and six figure grid references to track the movements of the Allied/axis forces during WW1. <p>The Big Question: How did prejudice lead to the “Darkest period in history” and could it ever happen again? (History Driver = World History) The cause of the Holocaust</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will use maps to locate the different countries involved in WW2 (including Russia). As Geographers we will locate and name the capital cities across Europe, that were integral to WW2. As Geographers we will: use maps to locate key concentration camps across Europe. <p><u>Human and Physical knowledge</u></p> <ul style="list-style-type: none"> As Geographers we will analyse different types of settlement across Europe during WW2. As Geographers we will understand where Jewish people migrated to post WW2 – understanding the creation of Israel and why. <p><u>Geographical skills and framework</u></p> <ul style="list-style-type: none"> As Geographers we will use maps, atlases and globes to locate Israel and Palestine in Europe – describing various features about the two locations. As Geographers we will track the movement of the Jewish community across Europe to America, the UK and Israel. As Geographers we will use a compass and six-figure grid reference to build our knowledge of the United Kingdom. As Geographers we will use our knowledge of a compass and six-figure grid references (supplemented by ordnance survey maps) to locate concentration camps across Europe. <p>The Big Question: What are the reasons for migration to Britain throughout history and how has it shaped the Britain of today? (History Driver = World history/non-European) Migration to Britain from the Romans to present day</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> As Geographers we will analyse the geographical similarities and differences between the UK and Poland. As Geographers we will analyse the geographical similarities and differences between the UK and Pakistan. <p>Human and Physical knowledge:</p> <ul style="list-style-type: none"> As Geographers we will analyse the types of settlement and land use within the UK. As Geographers we will understand the economic activity in the UK and why this attracts migrants from across Europe. As Geographers we will examine what kind of an impact migrants have had on the culture of Britain. How has it changed? How has it developed? 	
<p>Substantive Knowledge</p>	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. 	<p>Children will: Geographical skills – Interpret range of sources:</p> <ul style="list-style-type: none"> Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. <p>Geographical skills – Communicate geographical information</p> <ul style="list-style-type: none"> Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. 	

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	<ul style="list-style-type: none"> Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 8 compass points Begin to use 4 figure coordinates to locate features on a map. <p>Drawing maps:</p> <ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. <p>Representation:</p> <ul style="list-style-type: none"> Draw a sketch map using symbols and a key Use/recognise OS map symbols. <p>Using maps:</p> <ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Ethiopia, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find driest part of the world) <p>Type of maps:</p> <ul style="list-style-type: none"> Use index and contents page within atlases. Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> Communicate geographical information using a wide range of methods including writing at increasing length <p>Direction/Location:</p> <ul style="list-style-type: none"> Use 8 compass points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs Use latitude and longitude on atlas maps. <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. <p>Representation:</p> <ul style="list-style-type: none"> Use/recognise OS map symbol Use atlas symbols. <p>Using maps:</p> <ul style="list-style-type: none"> 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. terrain, land borders) <p>Type of maps:</p> <ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. 	
<p>Curriculum Links</p>	<p>History:</p> <ul style="list-style-type: none"> South America and key physical features linked to Maya Civilisation "Mesoamerica" – how has this changed over time and why? Climate, biomes of South America linked to Maya and natural resources Equator/hemispheres/tropics of Cancer and Capricorn Comparison of UK and non-European Country – UK V Brazil Use of River and resources (Thames V Amazon) Land use and natural resources (Rainforests) Vegetation belts, biomes, climate zones Comparison of UK V Egypt – changes over time. Leeds V Cairo River Aire and River Nile – trade, settlement, farming, industry and use over time Compare London with Ethiopia (developed and underdeveloped) – changes brought on by industrial revolution Compare the Nile in Egypt and Nile in Ethiopia – drought/water cycle Features of the rivers studies and how these have changed over time (Nile, Thames, Aire, Amazon) – compare use over time Compare the Maya civilisation to the Britons during the tone Age (use of resources etc) <p>Art:</p> <ul style="list-style-type: none"> Canopic jars – sculpture and form. Historic and geographical culture Romero Britto V Banksy – Brazilian and British street/graffiti artists = use of colour and locational inspiration and their background Cultural diversity of artists L.S. Lowry = industrial scenes. Use of colour and locational inspiration <p>Science:</p> <ul style="list-style-type: none"> Lines of longitude/latitude and time zones (Earth and Space) Earth tilt/Globes (Earth, sun, moon) Water Cycle (Rivers and climate of South America) – materials and their properties Habitats/animals around the world (Living things and their habitats) <p>SMSC:</p> <ul style="list-style-type: none"> Empathy for those less fortunate (Ethiopian drought/poverty) Explore own feelings about different cultures/people/environments Comprehend moral situations – rainforest/deforestation and develop own attitudes Sustainable resources/development and the impact on the world/people Explore cultural traditions associated with the Maya civilisations and Ancient Egyptians as well as traditions in the modern world (Egypt/Ethiopia/Amazon) 	<p>History:</p> <ul style="list-style-type: none"> European borders/countries and how they changed after WW1 – including Russia Physical features/European terrain of battlegrounds/trenches and how this aided/hindered invasion Location of battlefields Why alliances were forms/Empires – land ownership/economics/trade Settlement of evacuees/Jewish resettlement after WW2 Raise of Israel and current conflict Comparison of UK V Poland and Pakistan (high migration to UK) Migration/Settlement in the UK over history and recent years – reasons and gains = cultural, economics, trade, industry, war and how this has changed over time <p>Art:</p> <ul style="list-style-type: none"> Christopher R W Nevinson -war art = locational inspiration/scenes of war – drawing, line tone Kenneth Treister – "Hand Sculpture" = Symbolism Art Sculpture Lucian Fraud Portraiture – German/Jewish refugee known as one of the most influential British Artists of 20th C – biography of artist and his resettlement <p>Science:</p> <ul style="list-style-type: none"> Evolution and inheritance – adaptation of animals/plants to meet their environments around the world <p>SMSC:</p> <ul style="list-style-type: none"> Empathy for those less fortunate Understanding of different traditions/cultures Appreciation of how UK has benefitted from migration Understanding of different views Importance of recognising and standing up to prejudice Citizenship, where debates and discussion convey understanding of the impact of people and places Exploration of our own multi-cultural society 	

GEOGRAPHY PROGRESSION



<p>Progression</p>	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. <i>Why is that happening in that place? Could it happen here?</i> Recognise geographical issues affecting people in different places and environments <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<p>Children can: Locational and Place knowledge:</p> <ul style="list-style-type: none"> Name and locate an extensive range of places in the world including globally and topically significant features and events <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments. <p>Geography skills and fieldwork:</p> <ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. <i>What happened in the past to cause that? How is it likely to change in the future?</i> Make predictions and test simple hypotheses about people, places and geographical issues <p>Geographical skills - Enquiry and investigation:</p> <ul style="list-style-type: none"> Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. 	<p>Pupils in KS3 can: Contextual world knowledge of locations, places and geographical features:</p> <ul style="list-style-type: none"> Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space:</p> <ul style="list-style-type: none"> Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied. <p>Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information:</p> <ul style="list-style-type: none"> Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.
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