St. John The Evangelist RCP School

Geography Progression (Intent)

St. John the Evangelist RCP School SEND – Ambition and Access in Geography	
Ambition – What are we aiming for children with SEND to achieve in this subject?	**Access – What amendments are made in the teaching of geography in order to help children with SEND achieve?**
We are ambitious in what our SEND children can achieve. We want children with SEND to take ownership of their own learning. We acknowledge that SEND children's abilities are not fixed. We do not allow any barriers on reading to limit their experiences or opportunities to become an excellent geographer.	• Revisit and revise previous learning at the start of every lesson. • Working wall documenting current learning, key vocabulary, images and facts. • Pre-teach vocabulary prior to the lesson if required. • Be specific as to which scaffolds will support SEND children to achieve the learning objective. • Check in tasks adapted and supported as required. • Provide a variety of ways of recording work – scribe, video, labelling pictures etc… • Mixed ability grouping to enable all to take an active part.

St. John The Evangelist RCP School Year 1 Geography Progression (Intent)			
	AUTUMN	**SPRING**	**SUMMER**
Topic	**What is it like here?**	**What is the weather like in the UK?**	**What is it like to live in Shanghai?**
Prior Knowledge and skills (EYFS)	In Early years foundation stage – Reception, children explored the natural world around them, made observations of their immediate environment and explained some similarities and differences between life in this country and life in other countries. Understanding the World <u>People Culture and Communities ELG</u> Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <u>The Natural World ELG</u> Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Intended Vocabulary	aerial view, land, location, village city, aerial photograph, sea, country town, map, globe, place directional language, symbol, features, atlas, distance, country, key, locate north, survey, questionnaire, improve	Atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane	Continent, country, different, directional language e.g. near, far, next to, behind, etc. Key, human feature, map, physical feature, similar, symbol
Aims	Our Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages: • A strong focus on developing both geographical skills and knowledge. • Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. • The development of fieldwork skills across each year group. • A deep interest and knowledge of pupils' locality and how it differs from other areas of the world. • A growing understanding of geographical terms and vocabulary.		

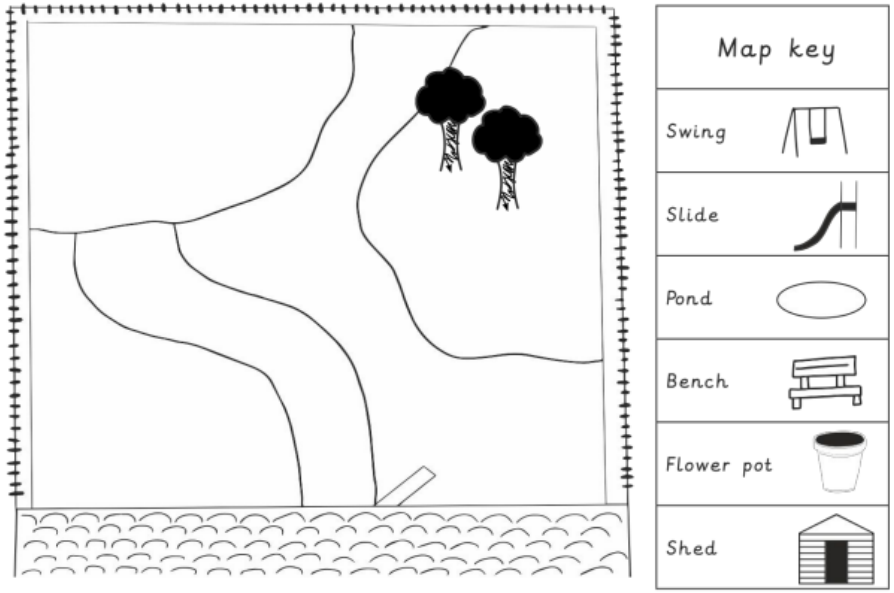
Statutory Requirements (NC) KS1 – Year 1 ***Pupils should be taught to …***	*Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.* *Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.*	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (LK)* *Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles(H&Ph)*	*Name and locate the world's seven continents and five oceans. (LK)* *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (PK)*
Children who are secure will be able to:	Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.	Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season.	Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features.
Intended Knowledge			
Locational Knowledge		To know that the UK is short for 'United Kingdom'. United Kingdom and its surrounding seas. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up	To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the

		of four countries and their names. To know the name of the country they live in.	name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)
Place Knowledge			To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.
Human & Physical Geography	To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.	To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.	
		Intended Skills	
Geographical skills and fieldwork	Recognising some physical features in their locality. (H&Ph) Recognising some human features in their locality. (H&Ph) .	Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city. (LK) Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. (H&Ph)	Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in (LK) Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. (PK)

Knowledge Catcher Assessment resources for this unit. Use at the start of the unit to find out where pupils are in their learning and at the end of the unit to assess progress. Please complete the unit quiz as well to inform your assessment.

Year 1 - What is it like here?

Design a map of your perfect garden using the symbols.



1 The _____ I have drawn is **near** the _____.

_____

_____

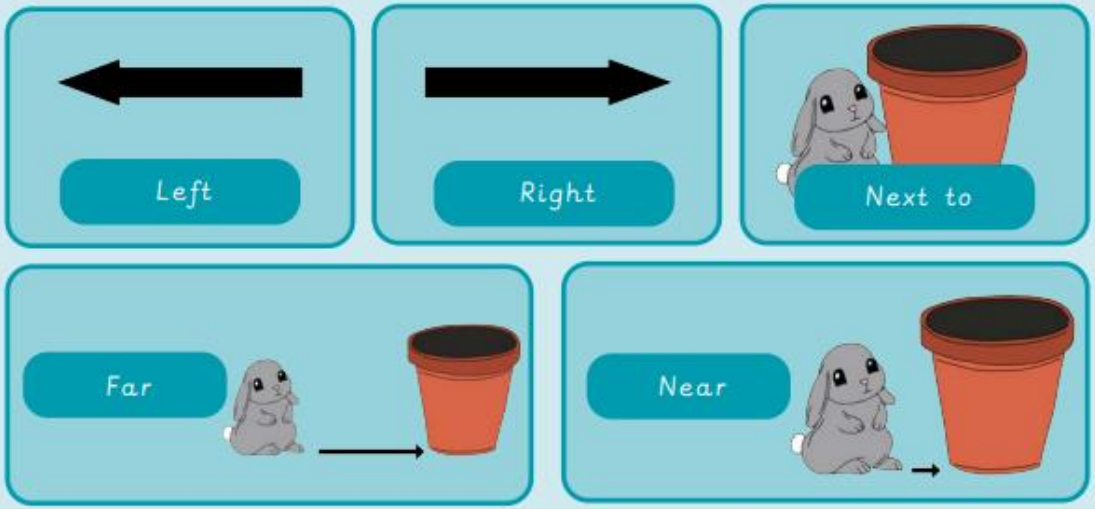
2 The _____ I have drawn is **far** from the _____.

_____

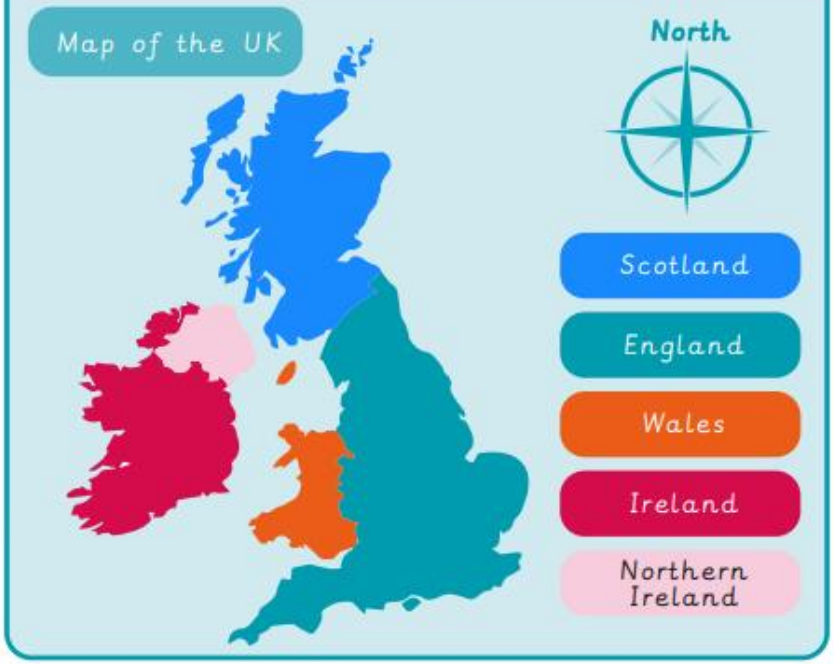
_____

Year 1 - What's it like here?

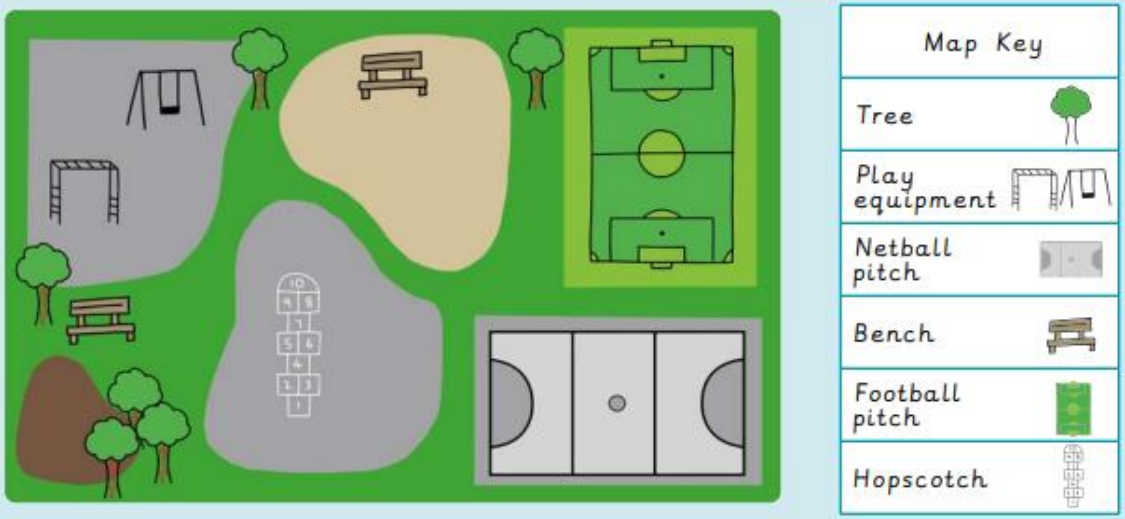
Directional vocabulary



Which country do you live in?



Map of a school playground



Aerial photograph

Year 1 - What is the weather like in the UK?

Draw the weather you might expect to see in the UK in the summer and winter.

Summer	Winter

1 What is your favourite season?

_____

_____

2 What do you wear in this season?

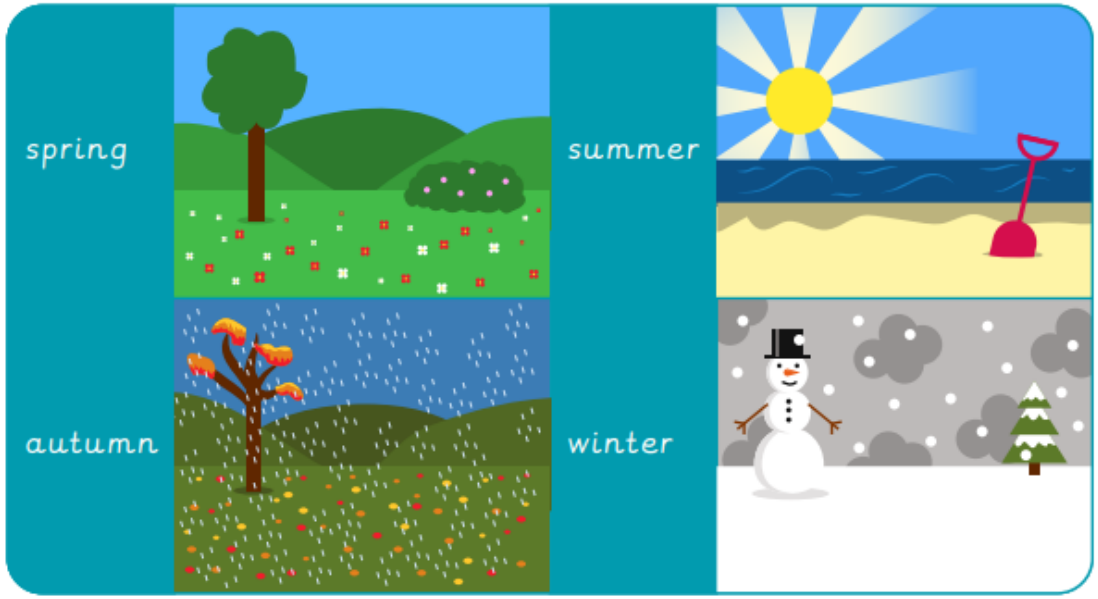
_____

_____

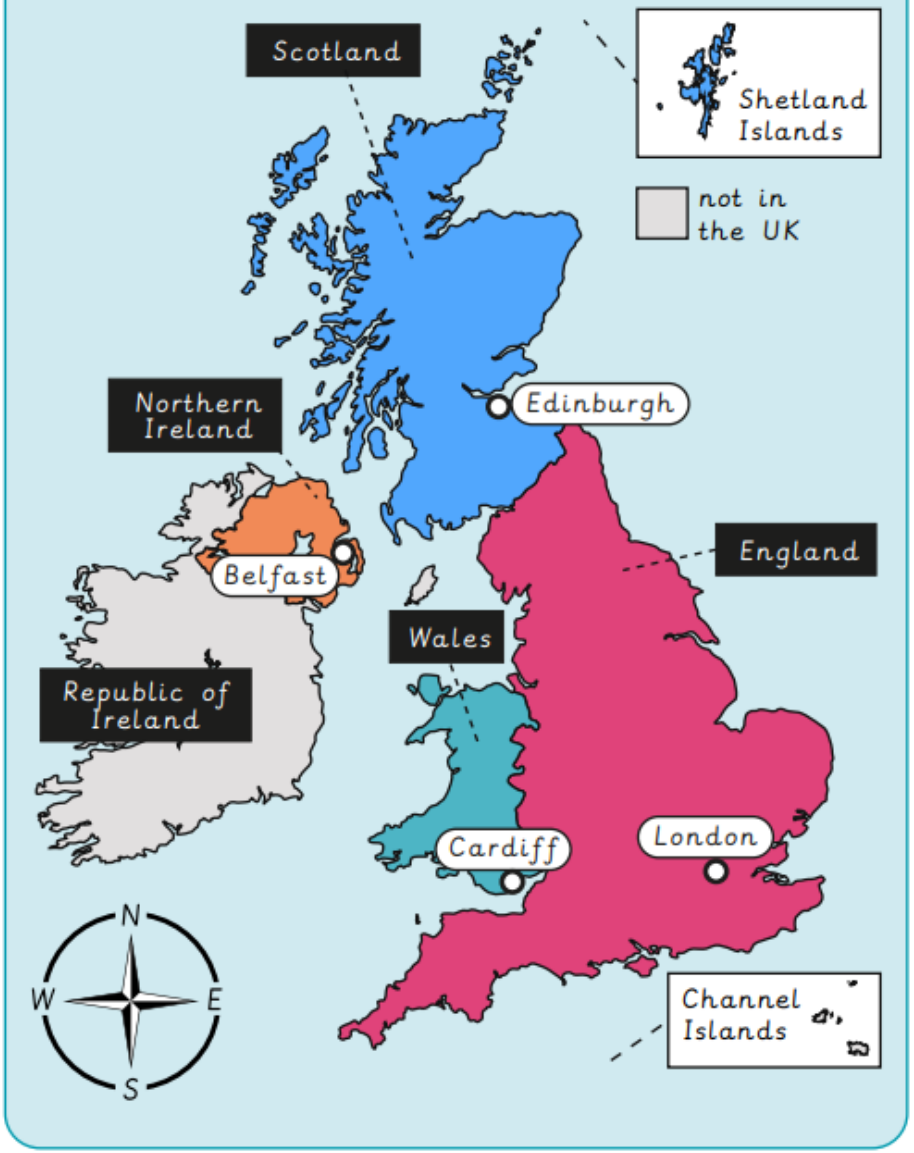
Year 1 - What is the weather like in the UK?

Weather symbols

sunny	sunny and cloudy	rain	snow
thunder and lightning	cloudy	windy	



Map of the UK



Kapow Primary

Geography Assessment Year 1

Homepage

Assessing Pupils' Understanding and Progress

Unit	Lesson name	Lesson No.	Working towards/Learning intention (WT)	Secure understanding (SU)	Greater depth (GD)
What is it like here?	Where in the world are we?	1	To locate the school on an aerial photograph.	Locating three features on an aerial photograph of the school and knowing the name of the country and village, town or city in which they live.	Locating more than three features on an aerial photograph of the school and knowing the name of the country and village, town or city in which they live.
	What can we see here?	2	To create an aerial map of the classroom.	Making a map of the classroom with four key features and representing the distance and direction of objects in the classroom.	Adding more than four features to their map of the classroom using objects and drawings and talking about the distance and direction using directional language.
	What can we find in our school grounds?	3	To locate key features of the playground.	Recognising four features in the school grounds using a map.	Drawing or writing labels to add two more features to the map.
	Where are the different places in our school?	4	To draw a simple map.	Adding three features to a map using simple symbols and using directional language to describe their location.	Adding three features to a map using simple symbols and labels and using directional language to describe their location in relation to other features.
	How do we feel about our playground?	5	To investigate how we feel about our playground.	Completing a questionnaire to explain how they feel about three areas of the playground and finding out how others feel by looking at the results of a survey.	Completing a questionnaire to explain how they feel about four areas of the playground and finding out how others feel by looking at the results of a survey.
	Can we make our playground even better?	6	To design a playground.	Drawing a design to improve three areas of the playground using the results from the survey.	Drawing a design with labels to improve three areas of the playground using the results from the survey.
What is the weather like in the UK?	Where is the UK?	1	To locate the four countries of the UK.	Naming and locating the four countries on a map of the UK and identifying the country they live in.	Naming and colouring the four countries on a map of the UK; using an atlas to identify and label their own approximate location.
	What are the four seasons?	2	To identify seasonal changes in the UK.	Identifying the four seasons and describing some seasonal changes.	Identifying seasonal changes and making comparisons between seasons.
	What are the compass directions?	3	To identify the four compass directions.	Identifying the four compass directions and using them to describe the location of features.	Labelling the four compass directions accurately on a compass and using them to write a sentence to describe the location of
	What is the weather like today?	4	To investigate daily weather patterns.	Observing daily weather patterns by describing a type of weather in the school grounds and sketching their observations.	Describing daily weather patterns by writing labels or sentences using the correct vocabulary.
	Is the weather the same everywhere in the UK?	5	To identify daily weather patterns in the UK.	Beginning to locate the four capital cities of the UK and describing the weather in each location.	Locating the four capital cities of the UK and describing the weather in each location using compass directions.
	How do people prepare for the weather?	6	To understand how the weather changes with each season.	Explaining what the weather is like in each season in the UK and suggesting appropriate clothing and activities for each season.	Writing sentences or labels explaining what the weather is like in each season in the UK; generating a range of clothing and activity ideas for each season.
What is it like to live in Shanghai?	What can we see in our local area?	1	To recognise physical and human features.	Giving examples of human and physical features; identifying the features they see on a walk; explaining the location of the features using some directional language.	Presenting and discussing their fieldwork sketches; explaining the location of human and physical features using a wide range of directional language.
	Can we map our local area?	2	To draw a sketch map.	Using an aerial photograph to locate physical and human features; drawing simple pictures or symbols and using colour; drawing a	Designing their own symbols; creating a map key; describing the location of features using all four compass directions.
	Where in the world is China?	3	To name and locate some continents on a world map.	Naming the continent they live in; using an atlas to locate the UK and China on a world map; using an atlas to locate Europe and Asia on a world map; labelling and colouring these on a world map.	Describing the location of continents and oceans on a world map using compass directions.
	What can you see in China?	4	To identify physical and human features of a non-European country.	Identifying China's physical and human geography; sorting photographs into physical and human features and writing a sentence stating the type of feature.	Reflecting on similarities and differences between physical and human features of their local area and China.
	How is Shanghai different from our local area?	5	To find out what it is like in Shanghai.	Identifying physical and human features in images of Shanghai and beginning to compare where they live to Shanghai.	Finding similarities and differences between where they live and Shanghai; describing why or how humans use the physical and human features identified in the images of Shanghai.
	What is it like to live in Shanghai?	6	To compare Shanghai to a small area of the UK.	Comparing Shanghai to their locality; identifying similarities and differences between human and physical features.	Describing how their life might be different if they lived in Shanghai.
					Percentage of lessons child is working at GD
					Percentage of lessons child is working at SU
					Percentage of lessons child is working

St. John The Evangelist RCP School Year 2 Geography Progression (Intent)			
	AUTUMN	**SPRING**	**SUMMER**
Topic	**Would you prefer to live in a hot or cold place?**	**Why is our world wonderful?**	**What is it like to live by the coast?**
Prior Knowledge and skills	*See Year 1*		
Intended Vocabulary	Continent, map, land, ocean, country, locate, sea, globe, desert, climate pack, ice, arid, Compass, weather, ice sheet, savannah Grasslands, tropical, vegetation, rainforest Weather, polar, human feature, rural physical feature, Equator, urban, rain gauge	aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, river sample, sea, scale, symbol, tally chart, vegetation	Arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village
Aims	Our Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages: • A strong focus on developing both geographical skills and knowledge. • Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. • The development of fieldwork skills across each year group. • A deep interest and knowledge of pupils' locality and how it differs from other areas of the world. • A growing understanding of geographical terms and vocabulary.		
Statutory Requirements (NC) KS1 – Year 2 ***Pupils should be taught to …***	*Name and locate the world's seven continents and five oceans (LK)* *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (PK)* *Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (H&Ph)* *Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (H&Ph)*	*Name and locate the world's seven continents and five oceans (LK)* *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (LK)* *Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (H&Ph)* *Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (H&Ph)* *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as*	*Name and locate the world's seven continents and five oceans (LK)* *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (LK)* *Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (H&Ph)* *Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (H&Ph)* *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well*

	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (H&Ph) *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (GS&F)* *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (GS&F)* *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (GS&F)* *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (GS&F)*	*the countries, continents and oceans studied at this key stage (GS&F)* *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (GS&F)* *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (GS&F)* *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (GS&F)*	*as the countries, continents and oceans studied at this key stage (GS&F)* *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (GS&F)* *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (GS&F)* *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (GS&F)*
Children who are secure will be able to:	Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.	Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.	Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast.

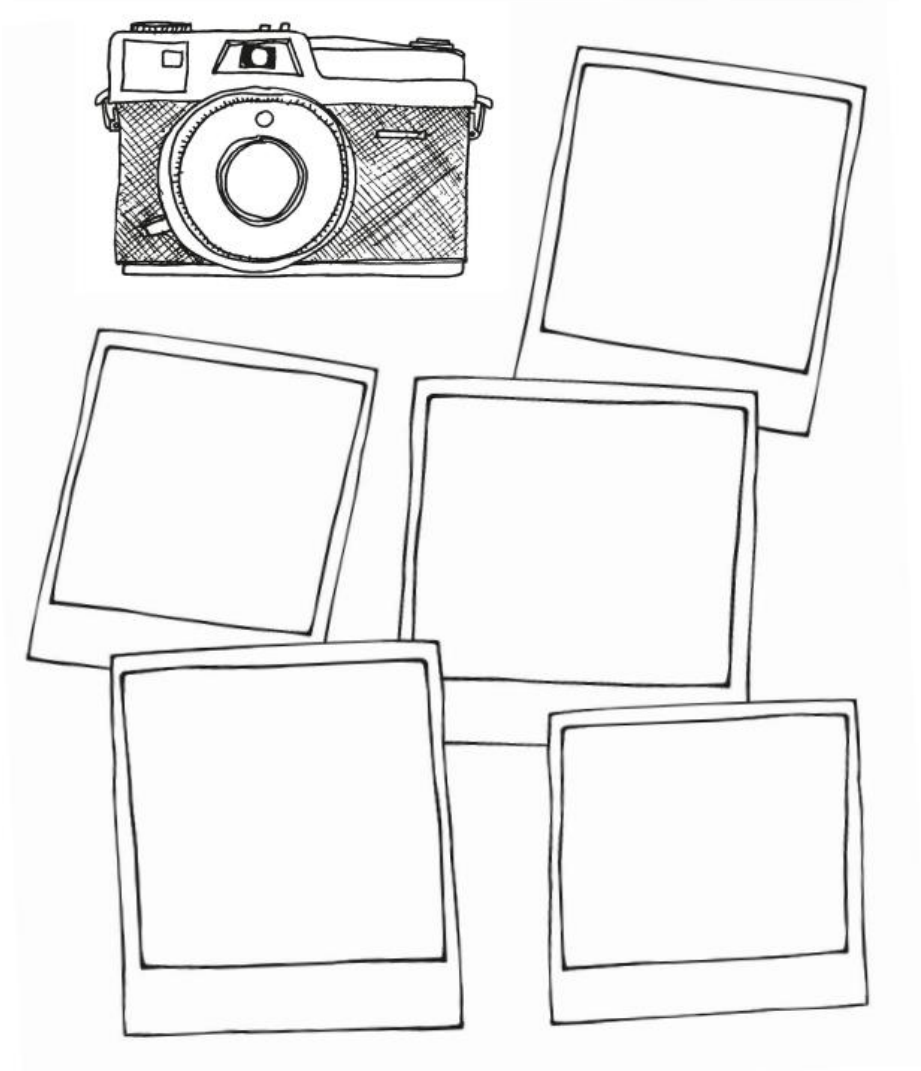
			Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.
Intended Knowledge			
Locational Knowledge	To be able to name the seven continents of the world. To be able to name the five oceans of the world.	To be able to name the seven continents of the world. To be able to name the five oceans of the world. To know that a sea is a body of water that is smaller than an ocean.* To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.	To be able to name the seven continents of the world. To be able to name the five oceans of the world. To know that a sea is a body of water that is smaller than an ocean.* To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.
Place Knowledge	To know some similarities and differences between their local area and a contrasting non European country.		
Human & Physical Geography	To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To know that coastlines (and other physical features) change over time. To know some key physical features of the UK.	To know that coastlines (and other physical features) change over time. To know some key physical features of the UK.	To know that coastlines (and other physical features) change over time. To know some key physical features of the UK.
Intended Skills			
Geographical skills and fieldwork	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. (LK) Describing and beginning to explain some key	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. (LK) Locating the surrounding seas of the UK on a	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. (LK) Locating the surrounding seas of the UK on a

	similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. (PK) Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. (H&Ph) Describing the key physical features in a local river area using basic geographical vocabulary. Describing the key physical features of a coast line and how it changes over time using subject specific vocabulary.(H&Ph)	map of this area . Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city (LK) Describing the key physical features in a local river area using basic geographical vocabulary. Describing the key physical features of a coast line and how it changes over time using subject specific vocabulary.(H&Ph) Describing and understanding the differences between a city, town and village. Describing the key human features of a coast line and how it changes over time using subject specific vocabulary. (H&Ph)	map of this area . Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city (LK) Describing the key physical features in a local river area using basic geographical vocabulary. Describing the key physical features of a coast line and how it changes over time using subject specific vocabulary. (H&Ph) Describing and understanding the differences between a city, town and village. Describing the key human features of a coast line and how it changes over time using subject specific vocabulary. (H&Ph)

Knowledge Catcher Assessment resources for this unit. Use at the start of the unit to find out where pupils are in their learning and at the end of the unit to assess progress. Please complete the unit quiz as well to inform your assessment.

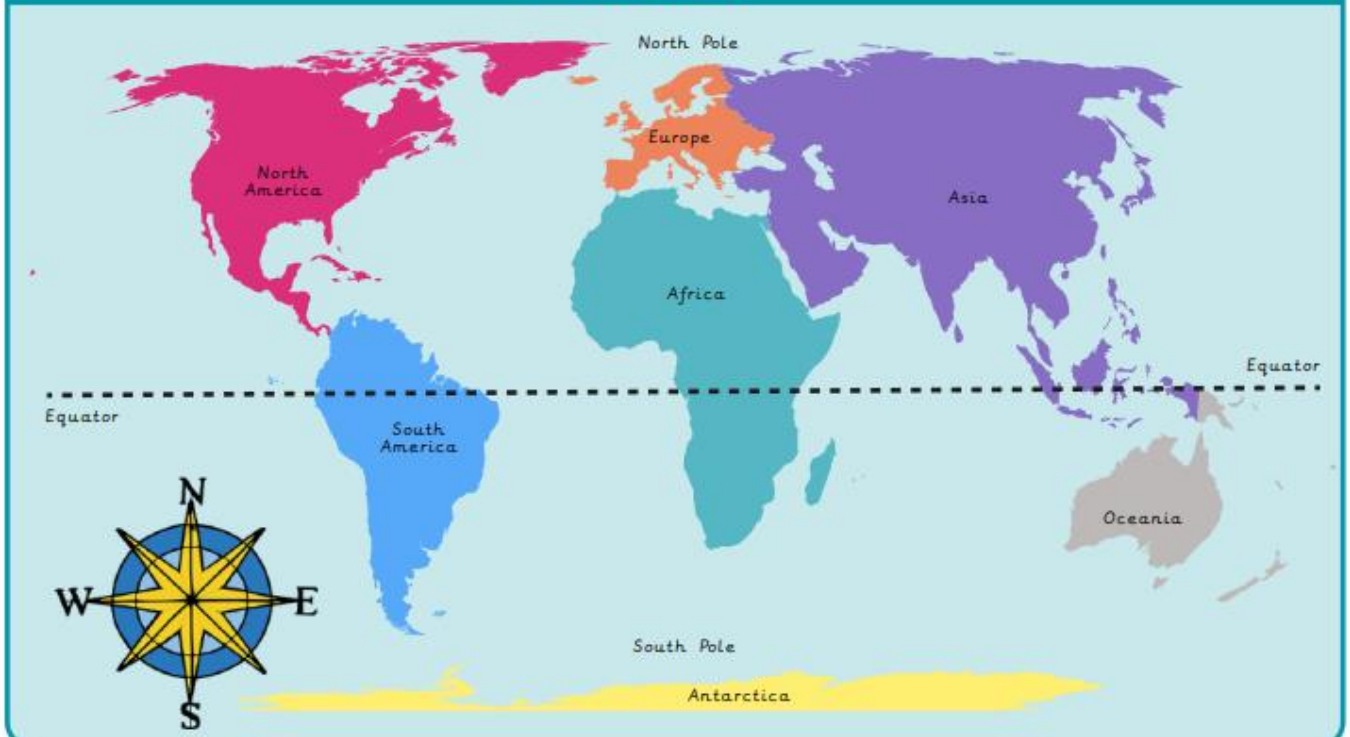
Year 2 - Would you prefer to live in a hot or cold place?

You are an explorer about to visit the South Pole! What might your photographs look like? Draw or write some of the things you might see.



Year 2 - Would you prefer to live in a hot or cold place?

World map



UK

What is the same?

What is different?

Kenya

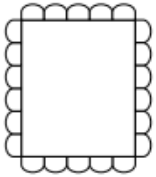
North Pole

South Pole

Year 2 - Why is our world wonderful?

Imagine you have a visited one of the UK's amazing human and physical features. Design a postcard to show where you visited.

Describe what the human or physical feature looks like and where it is located.



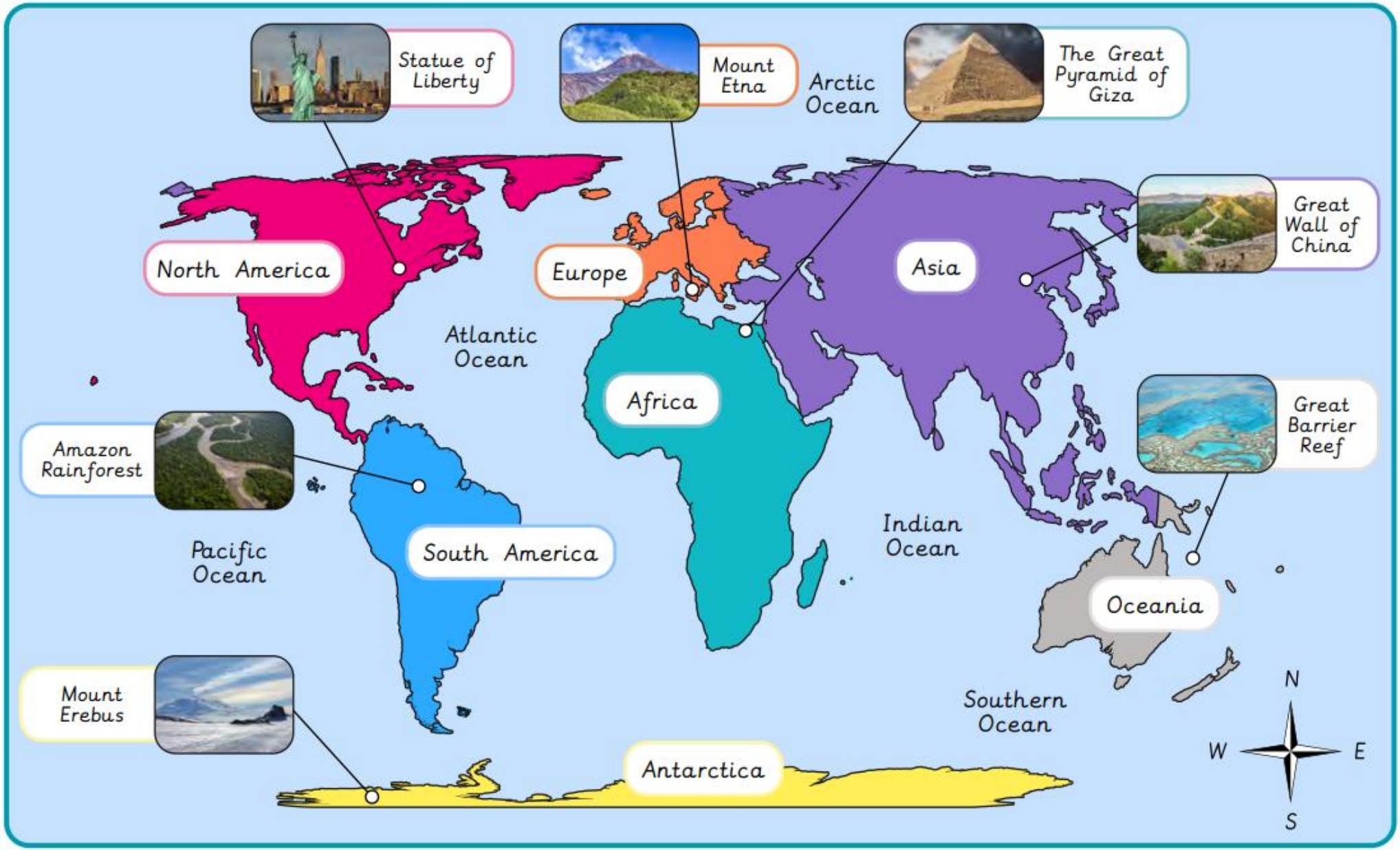
_____

_____

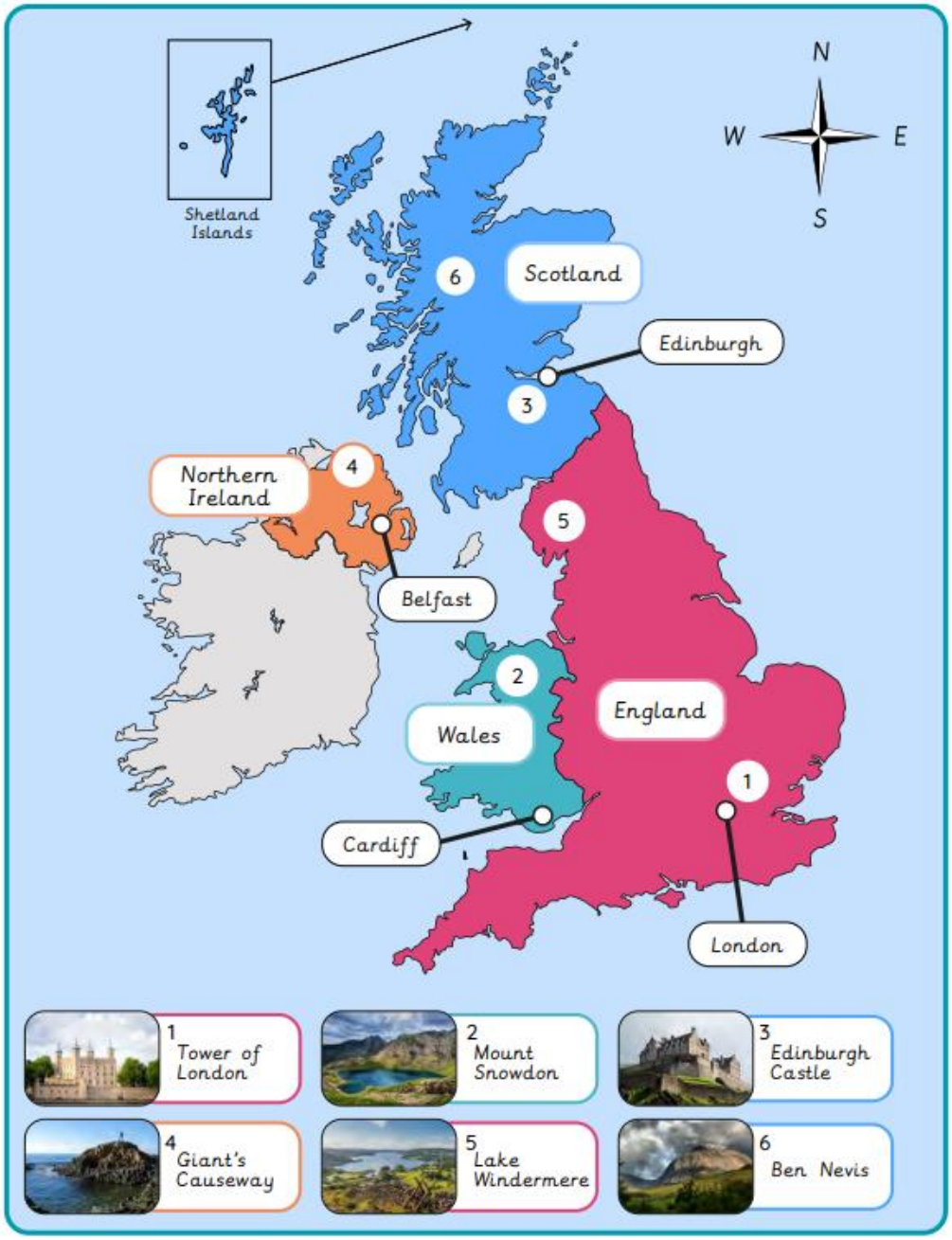
_____

_____

Why is our world wonderful?

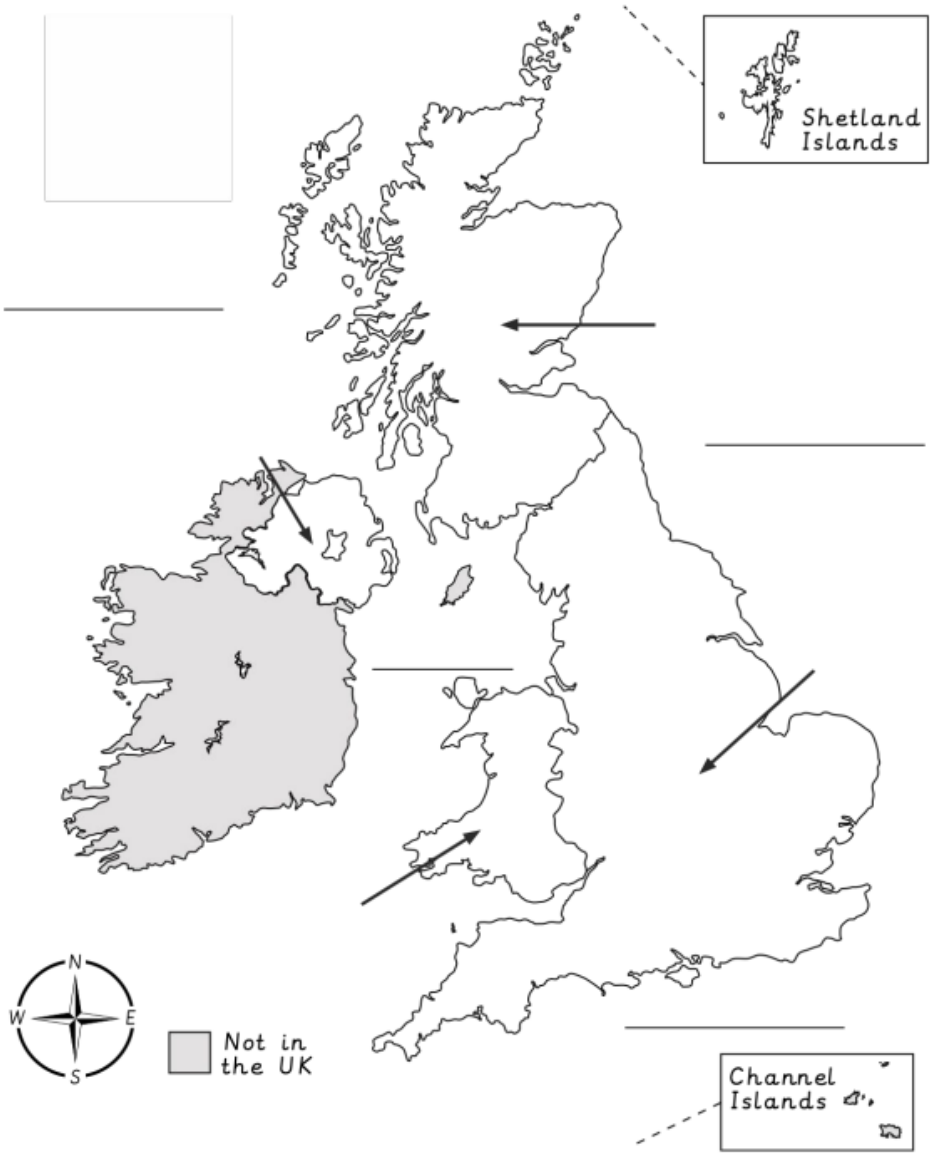


Why is our world wonderful?



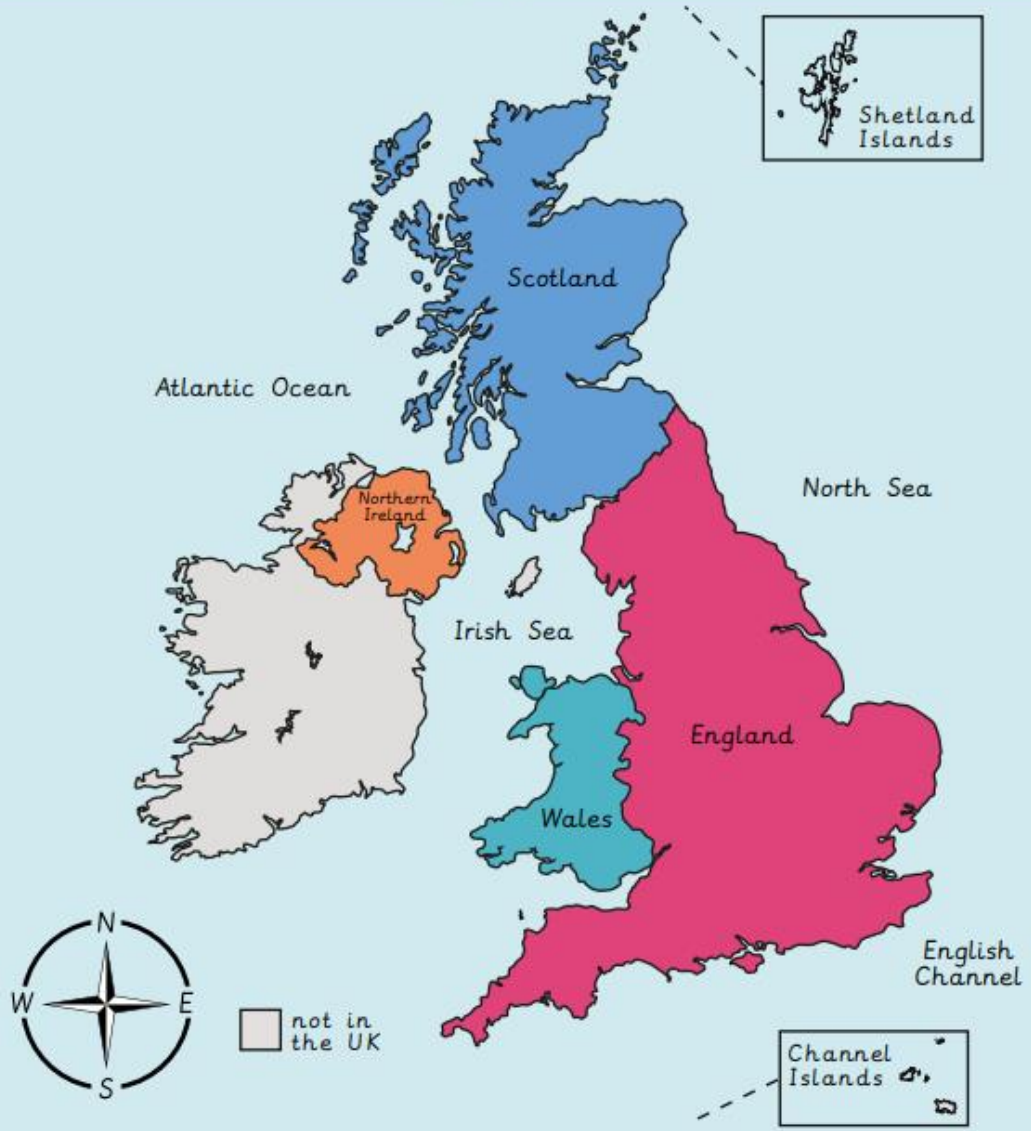
What is it like to live by the coast?

Label the countries of the UK and the surrounding seas.

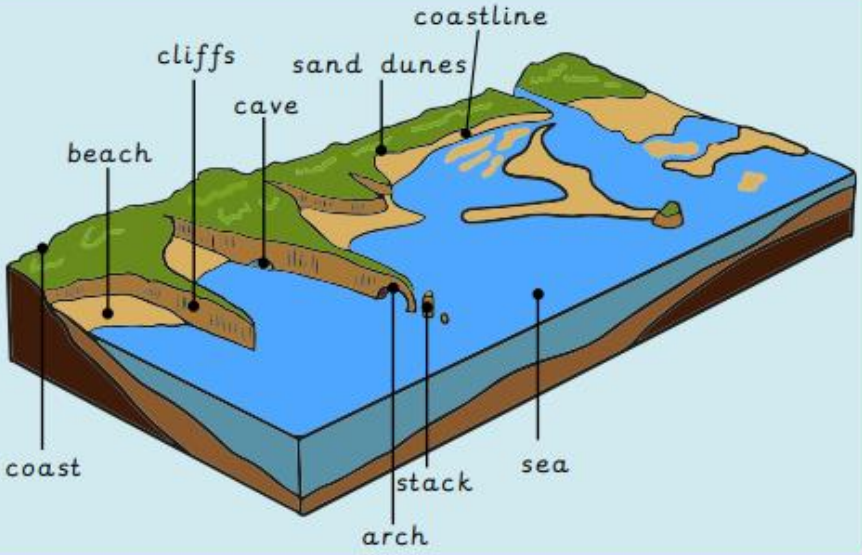


What is it like to live by the coast?

Map of the UK



Coast



What **physical features** would you see on the coast?

What **human features** would you see on the coast?

Kapow Primary

Geography Assessment Year 2

Homepage

Assessing Pupils' Understanding and Progress

Unit	Lesson name	Lesson No.	Working towards/Learning intention (WT)	Secure understanding (SU)	Greater depth (GD)
Would you prefer to live in a hot or cold place?	Where are the continents?	1	To name and locate the seven continents.	Naming and locating the seven continents on a world map.	Naming and locating the seven continents on a world map and identifying the closest.
	Where are the coldest places on Earth?	2	To locate the North and South Pole.	Correctly locating the North and South Poles on a world map.	Correctly locating the North and South Poles on a world map and annotating them with some key facts.
	Where is the equator?	3	To locate the Equator on a world map.	Locating the Equator on a world map and two of the countries it runs through, describing some of the features found along the Equator.	Locating the Equator on a world map and the continents and countries it runs through, describing some features found along the Equator.
	What is life like in a hot place?	4	To compare the UK and Kenya.	Describing some similarities and differences between the UK and Kenya.	Describing some similarities and differences between the UK and Kenya, explaining whether they would prefer to live in the UK or Kenya and why.
	Do we live in a hot or cold place?	5	To investigate local weather conditions.	Investigating the weather and explaining whether they live in a hot or cold place.	Investigating the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
	Would you prefer to live in a hot or cold place?	6	To identify key features of hot and cold places.	Recognising the geographical features of hot and cold places and locating some countries with hot or cold climates on a world map	Recognising the features of hot and cold places; locating countries with hot or cold climates on a world map; using climate to justify why they would prefer to live in a
What makes our world wonderful?	What are some of the UK's amazing features?	1	To identify geographical characteristics of the UK.	Identifying and locating characteristics of the UK on a map.	Describing characteristics of the UK, including the location, using directional language and the four compass points.
	Where are some of the world's most amazing places?	2	To locate some of the world's most amazing places.	Identifying human and physical features and locating them on a world map.	Describing human and physical features and their location using directional vocabulary.
	Where are our oceans?	3	To know the names of the five oceans and locate them on a map.	Understanding the difference between oceans and seas. Naming and locating the five oceans on a world map.	Explaining the difference between oceans and seas; naming and locating the five oceans as well as the largest lake or longest river in each continent.
	What is amazing about our our local area?	4	To understand how to draw human and physical features on a sketch map.	Using an aerial photograph to draw a simple sketch map using symbols for human and physical features.	Drawing a sketch map with more than six features and showing scale for example the playground is larger than the shop. Describing the location of human and physical features using compass points.
	Why are natural habitats special?	5	To investigate local habitats and record findings.	Observing physical features found on a walk, collecting data by sketching findings on a map and completing a tally chart.	Discussing physical features found in different areas of a walk; collecting and recording data on a map and tally chart and comparing findings with different fieldwork areas.
	How can we look after natural habitats?	6	To understand how to present findings in a bar chart.	Presenting their findings in a bar chart; suggesting ways to look after natural habitats.	Presenting their findings in a bar chart; evaluating data and using this to suggest ways to look after natural habitats; describing the importance of looking after natural habitats.
What is it like to live by the coast?	Where are the seas and oceans surrounding the UK?	1	To locate the seas and oceans surrounding the UK.	Naming and locating the seas and oceans surrounding the UK in an atlas; labelling the seas and oceans around the UK on a map of the UK; describing the location of the seas and oceans using compass points.	Labelling the surrounding seas and oceans, countries and capital cities on a blank map of the UK; drawing a compass with all four compass directions labelled.
	What is the coast?	2	To explain what the coast is.	Defining what the coast is; locating coasts in the UK; naming some of the physical features of coasts; explaining the location of UK coasts using the four compass directions.	Comparing the physical features of different coasts; describing some similarities and differences between coasts in the UK.
	What are the features of the Jurassic Coast?	3	To identify the physical features of the coast.	Naming features of coasts; labelling features on a photograph.	Comparing physical and human features of different coasts; explaining why coasts might change over time.
	How do people use Weymouth?	4	To identify human features on the coast.	Identifying human features in a coastal town; describing how people use the coast.	Explaining how and why people use the coast; comparing another coast in the UK to
	How do people use our local coast? (Data collection)	5	To investigate how people use the local coast.	Following a prepared route on a map; identifying human features; recording data using a tally chart.	Identifying human and physical features during fieldwork; recognising why some areas are busier than others.
	How do people use our local coast? (Findings)	6	To present findings on how people use the local coast.	Summarising the types of human features they saw on the local coast; representing data in a pictogram; describing how the local coast has been used.	Explaining how and why the local coast is used; deciding how to present data.

St. John The Evangelist RCP School Year 3 Geography Progression (Intent)			
	AUTUMN	**SPRING**	**SUMMER**
Topic	**Why do people live near volcanoes?**	**Who lives in Antarctica?**	**Are all settlements the same?**
Prior Knowledge and skills	*See Year 2*		
Intended Vocabulary	inner core, outer core, mantle, crust, magma, tectonic plate, plate boundary, fold mountain fault-block mountain, volcanic mountain, atlas composite volcano, shield volcano, magma chamber, vent, pyroclastic flow, active volcano dormant volcano, extinct volcano, negative effects, positive effects, fertile soil, climate change, volcanic springs, geothermal energy, index, earthquake, tsunami	lines of latitude, lines of longitude, hemisphere, climate, climate zone, compass points, direction, treaty, ice shelf, ice sheet, drifting ice, iceberg	agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation
Aims	Our Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages: • A strong focus on developing both geographical skills and knowledge. • Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. • The development of fieldwork skills across each year group. • A deep interest and knowledge of pupils' locality and how it differs from other areas of the world. • A growing understanding of geographical terms and vocabulary.		
Statutory Requirements (NC) KS1 – Year 3 ***Pupils should be taught to …***	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (PK)* *Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,*	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LK)* *Describe and understand key aspects of: physical geography, including: climate zones,*	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK)*

	volcanoes and earthquakes, and the water cycle (H&Ph) *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *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. (GS&F)*	*biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&Ph)* *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GS&F)* *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. (GS&F)*	*Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (PK)* *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GS&F)* *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. (GS&F)*
Children who are secure will be able to:	Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified.	Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear.	Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi.

	Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.
		Intended Knowledge	
Locational Knowledge	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city.	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in

	geographical regions of the UK. To know the main types of land use.* To know some types of settlement.*	To begin to name the twelve geographical regions of the UK. To know the main types of land use.* To know some types of settlement.*To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use. * To know some types of settlement.*
Place Knowledge	To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.		
Human & Physical Geography	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know		

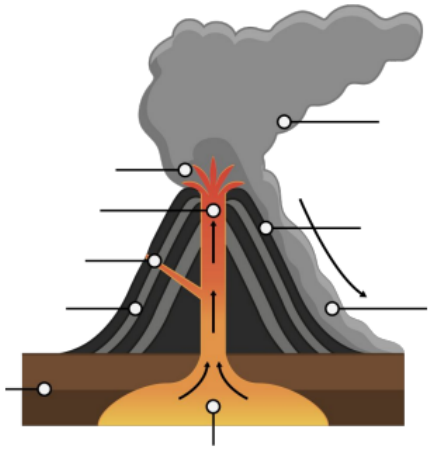
	that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.		
Intended Skills			
Geographical skills and fieldwork	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the

	map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns. (LK) Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. (LK) Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. (PK) Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples (H&Ph)	world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns .(LK) Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. (LK) Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.(LK) Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples(H&Ph)	world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns. (LK) Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. (LK) Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.(PK) Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples (H&Ph)

Knowledge Catcher Assessment resources for this unit. Use at the start of the unit to find out where pupils are in their learning and at the end of the unit to assess progress. Please complete the unit quiz as well to inform your assessment.

Year 3/4 - Why do people live near volcanoes?

Label the diagram of a volcano using the word bank, then answer the questions below.



Word bank

- Ash cloud
- Steep sides
- Pyroclastic flow
- Magma chamber
- Crust
- Layers of ash and lava
- Branch pipe
- Vent
- Explosive lava

1 What are the negative effects of living near a volcano?

2 What are the positive effects of living near a volcano?

Year 3 - Why do people live near volcanoes?

Layers of the earth

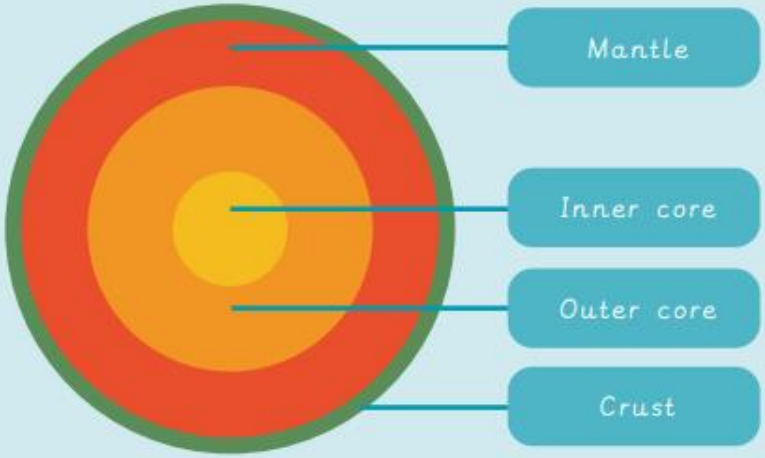
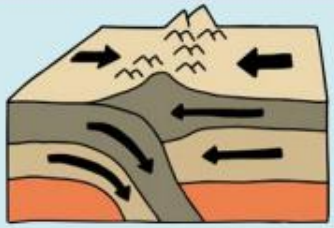


Plate boundaries

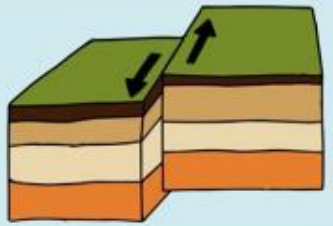


convergent

This is where two tectonic plates meet. The ground can fold up, creating fold mountains.

divergent

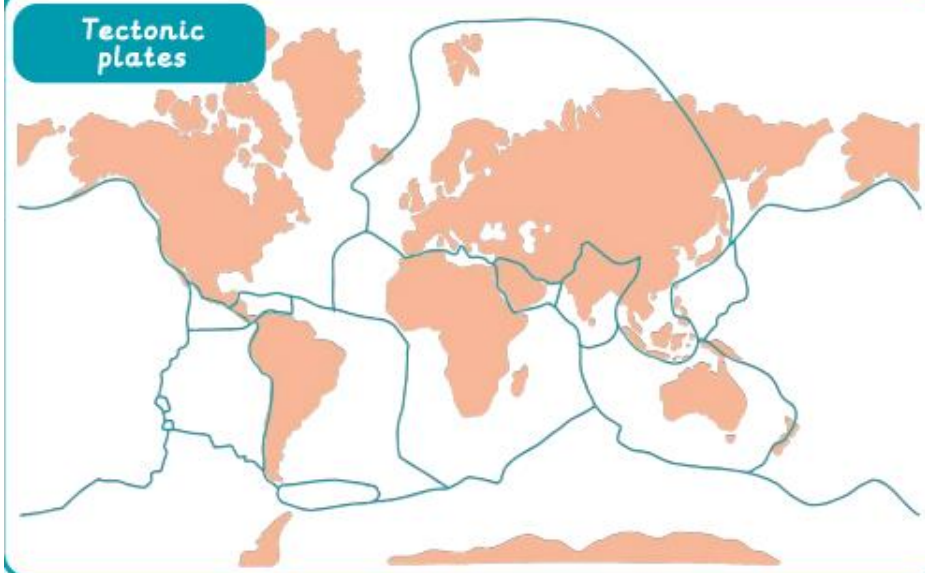
This is where two tectonic plates move apart. Magma can come through the gap, creating a volcanic mountain.



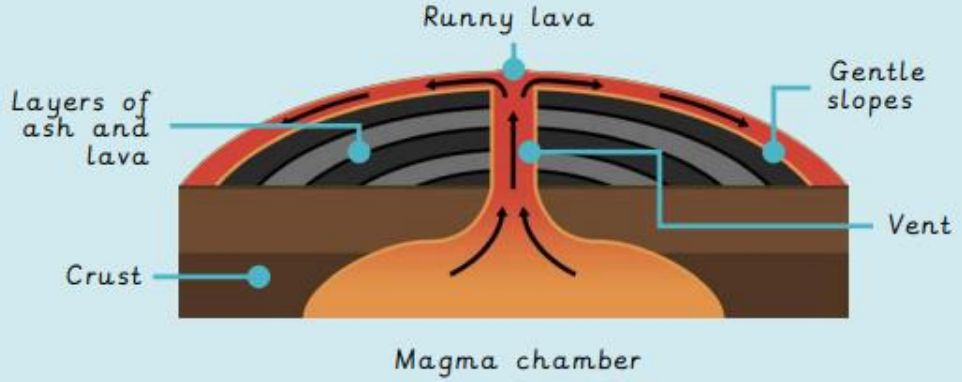
transform

This is where two tectonic plates slide past one another. Cracks in the plates can cause fault-block mountains.

Tectonic plates



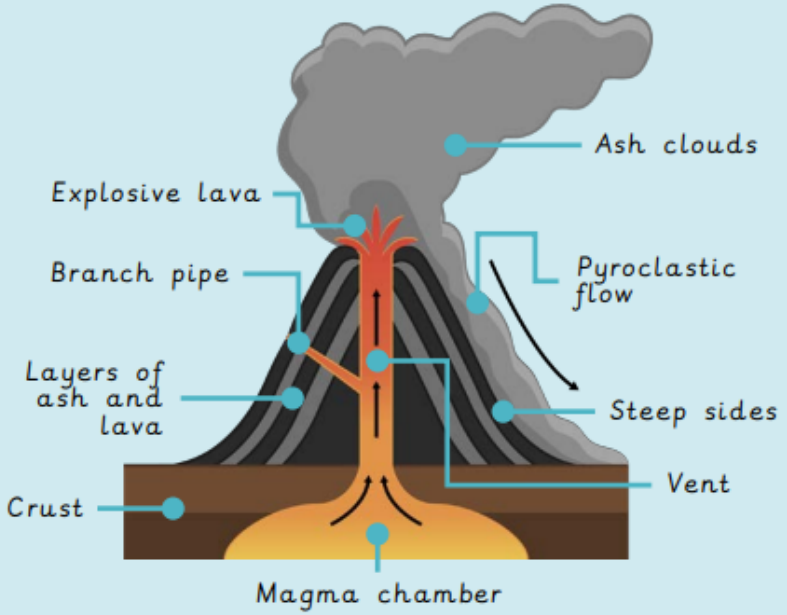
Shield volcano



A less-explosive, gently sloping volcano.

Year 3 - Why do people live near volcanoes?

Composite volcano



An explosive, steep-sided volcano.

Negative and positive effects of living near a volcano

Negative

People may be injured or killed.

Forests and farmland are destroyed.

Homes can be destroyed.

Carbon dioxide emissions contribute to climate change.

Ash clouds can pollute rivers, killing fish.

Tsunamis and earthquakes may happen.

Positive

Rich, fertile soil is created.

New land is created over time from hardened lava.

Volcanoes can be beautiful landscapes.

Hot springs and skin-brightening mud attract tourists.

Tourism to volcanoes creates jobs for people.

Geothermal energy from the steam is environmentally friendly.

Jobs are created mining precious stones made by the volcano.

Volcano classification

active

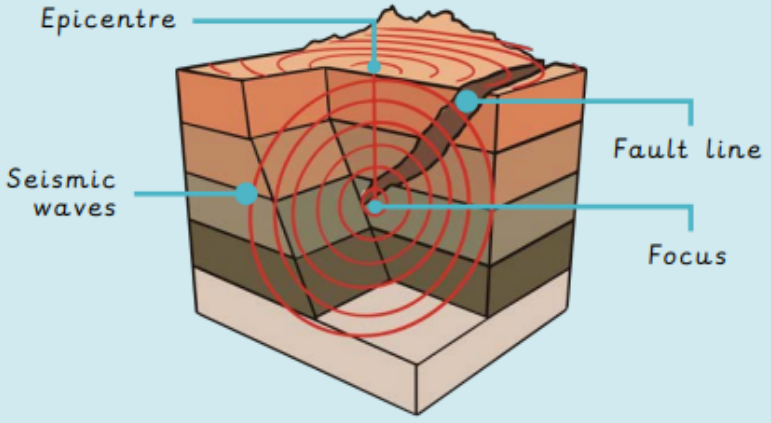
A volcano currently erupting or is likely to erupt soon.

extinct

A volcano that has not erupted in 10,000 years and is not expected to erupt again.

dormant

A volcano that may erupt again but has not erupted for a while.

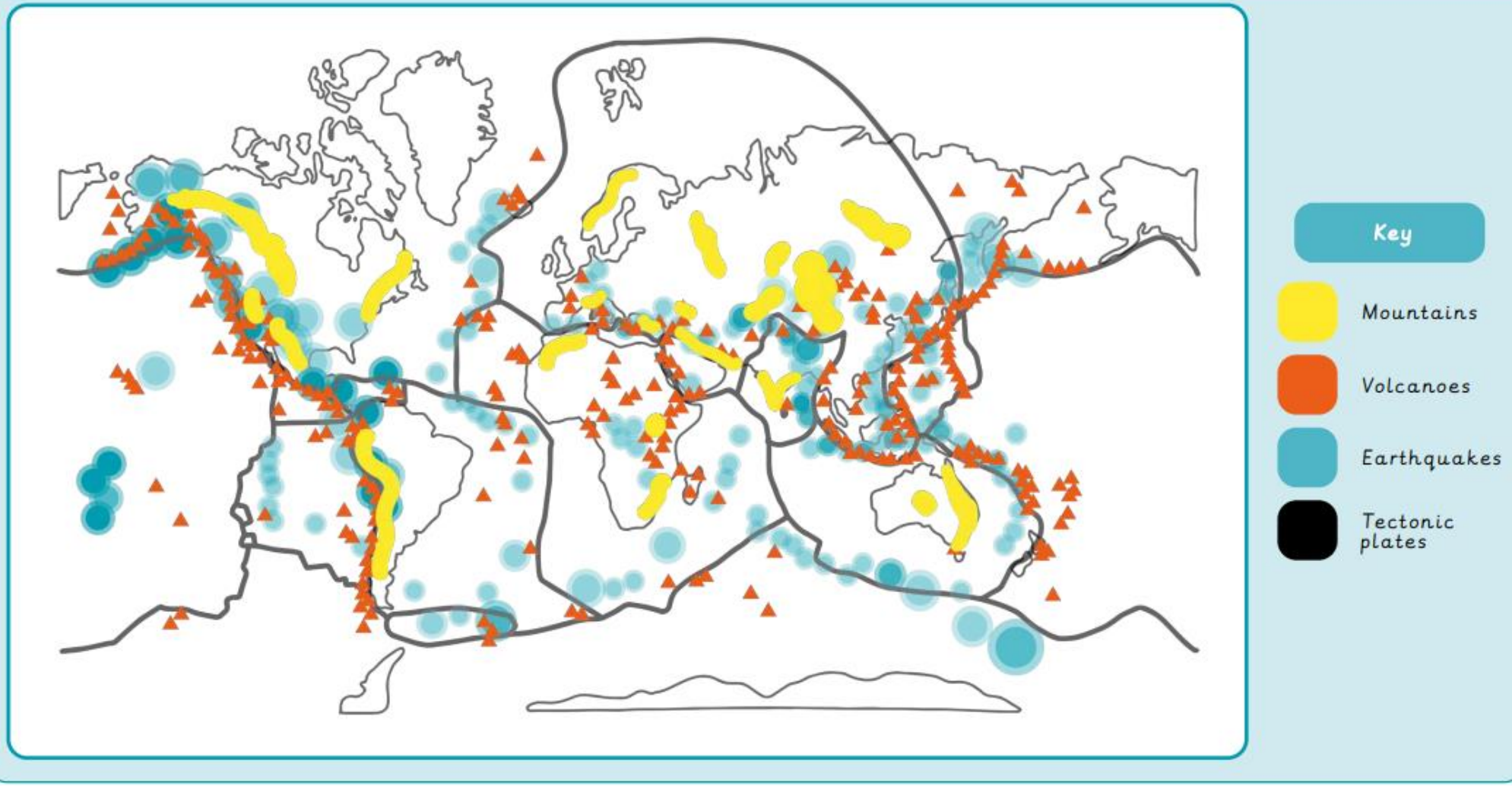


earthquake

A shaking of the ground caused by tectonic plates moving.

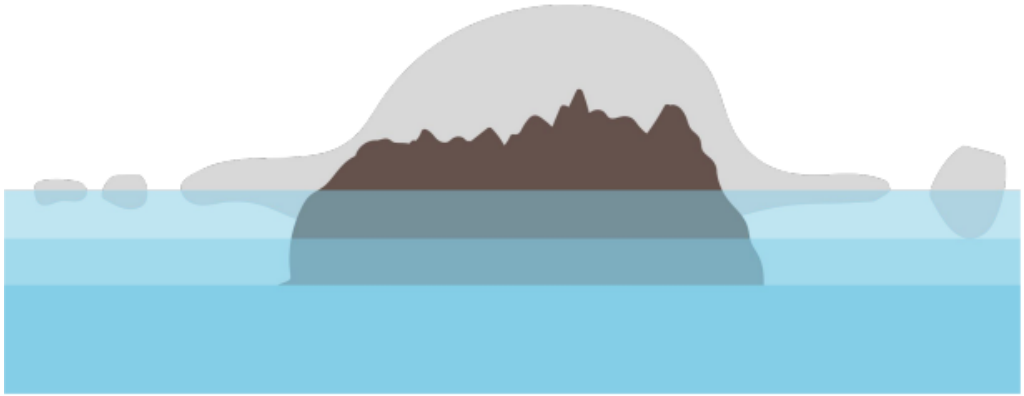
Year 3 - Why do people live near volcanoes?

Map of mountains, volcanoes and earthquakes



Year 3 - Who lives in Antarctica?

Label the image to show some of the physical features in Antarctica.
Use the word bank to help you.



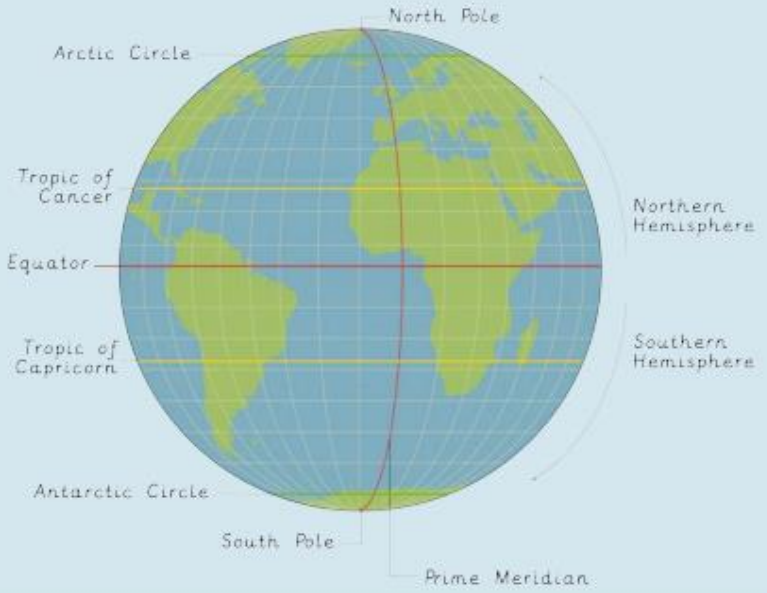
Word bank

drifting ice	ice sheet (glacier)	ice shelf	iceberg	rock

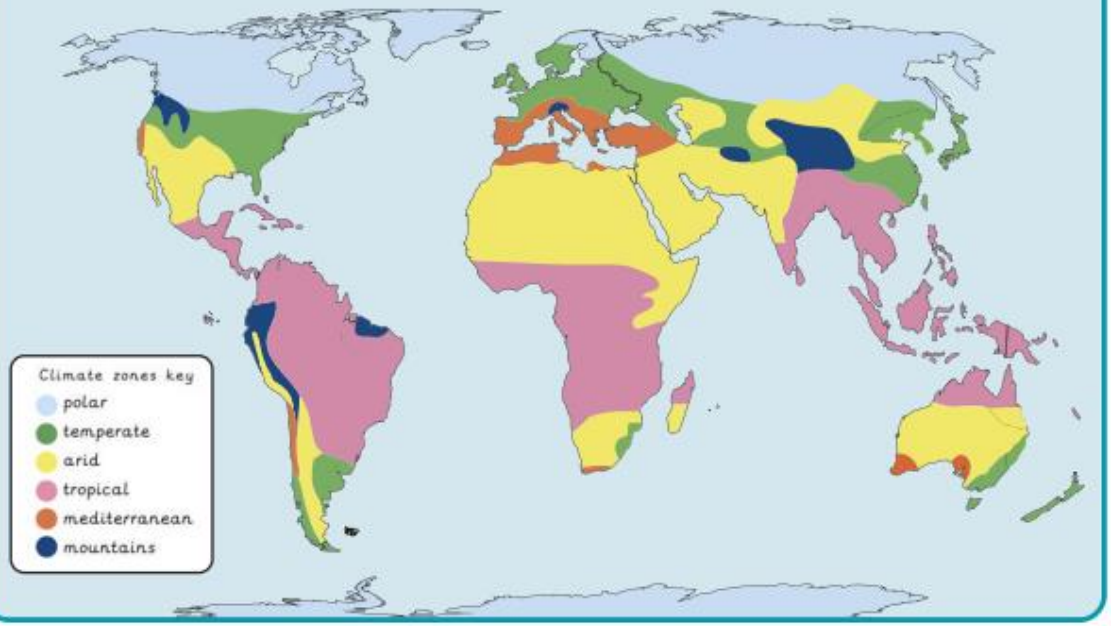
Question	What do researchers need to work in Antarctica's polar climate? You may wish to mention examples of clothes, equipment and transport.

Who lives in Antarctica?

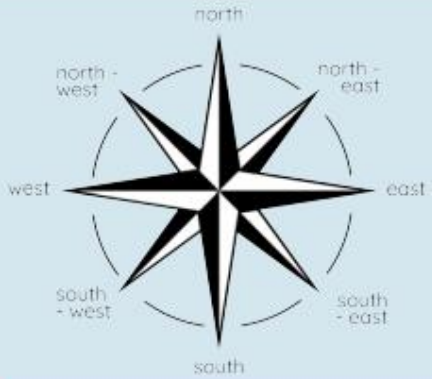
Lines of latitude and longitude



Climate zone map



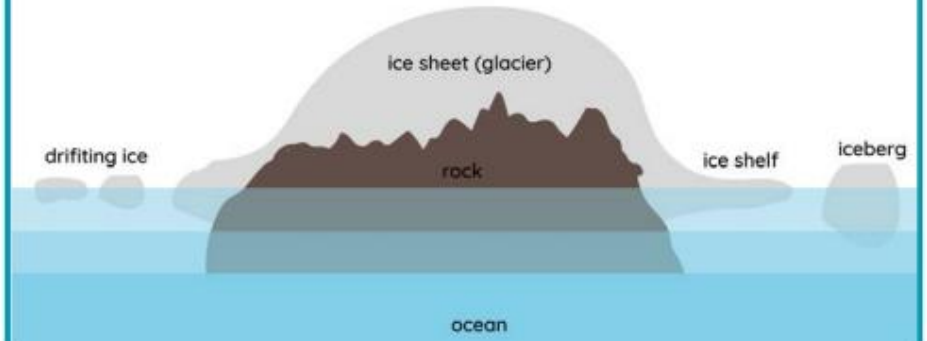
Compass points



Who lives in Antarctica?

Nobody permanently. However, tourists and researchers do visit.

Physical features of Antarctica



Who lives in Antarctica?

Antarctica is located at the southernmost point on the globe. It experiences extreme blizzards and snowstorms, has many mountain ranges and even an active volcano.

Ernest Shackleton

An explorer who wanted to be the first man to reach the South Pole in Antarctica. He never made it there but is famous for bringing 28 men back to the UK alive after his expedition to Antarctica went wrong and his boat sank.

The Antarctic Treaty

A written agreement signed by 47 countries so far, promising to keep Antarctica a peaceful place and to protect its environment.

lines of latitude	Invisible horizontal lines mapped on our globe to show how far north or south a place is from the Equator.
lines of longitude	Invisible vertical lines mapped on our globe to show how far east or west a place is from the Prime Meridian.
hemisphere	One half of the Earth.
climate	The long-term weather conditions in a specific region.
climate zone	Areas of the world grouped together that have a similar climate.
compass points	North, east, south, west, north-east, south-east, south-west, north-west
direction	An imaginary line showing the way someone or something is moving.
treaty	A formal, written agreement between two places.
ice shelf	A thin layer of ice extending off a glacier into the sea.
ice sheet	A layer of ice covering the land for a long period of time, also known as a glacier.
drifting ice	Thin, floating pieces of ice not attached to a glacier.
iceberg	Large chunks of floating ice that break off a glacier.

Kapow Primary	Geography Assessment Lower key stage 2		Homepage	Assessing Pupils' Understanding and Progress	
Unit	**Lesson name**	**Lesson No.**	**Working towards/Learning intention (WT)**	**Secure understanding (SU)**	**Greater depth (GD)**
Why do people live near volcanoes?	How is the Earth constructed?	1	To name and describe the layers of the Earth.	Naming all four layers of the Earth in the correct order, stating one fact about each layer and describing what a tectonic plate is.	Naming all four layers in the correct order, stating one or more facts about each layer and describing what a tectonic plate is. Children may also explain the relationship between the mantle and tectonic plates (the magma in the
	Where are mountains found?	2	To explain how and where mountains are formed.	Explaining one or more ways a mountain can be formed, giving a correct example of a mountain range and the continent it is in, and describing that mountains occur along plate boundaries.	Recalling all three ways a mountain can be formed, giving multiple examples of mountain ranges and their corresponding continent and confidently explaining the relationship between mountains and plate boundaries.
	Why and where do we get volcanoes?	3	To explain why volcanoes happen and where they occur.	Correctly labelling the features of a shield and composite volcano and explaining how they form. Naming three ways volcanoes can be classified and describing that volcanoes form where tectonic plates meet.	Explaining what each volcano classification means and giving explanations of how volcanoes are formed.
	What are the effects of a volcanic eruption?	4	To recognise the negative and positive effects of living	Explaining a mix of negative and positive effects of living near a volcano and stating whether they would or would not want to live	Justifying their reasoning behind whether they would choose to live near a volcano or not and recognising that it may be hard to make a
	What are earthquakes and where do we get them?	5	To explain what earthquakes are and where they occur.	Stating that an earthquake is caused when two plate boundaries move and shake the ground. Describing that earthquakes happen along plate boundaries and listing some negative effects an earthquake can have on a	Stating what and where earthquakes are and comprehensively describing the negative effects an earthquake can have on a community. Demonstrating knowledge and understanding of what can be done to prepare
	Where have the rocks around school come from?	6	To observe and record the location of rocks around the school grounds and discuss our findings.	Observing, digitally recording and mapping different rocks using a symbol on a map, identifying rock types and their origins based on collected data.	Making connections between rock types and what information this gives about the school grounds (e.g. rocks could have been moved here from different environments or hypothesising what environment may have originally been in their locality.)
Who lives in Antarctica?	What is climate?	1	To understand the position and significance of lines of latitude.	Describing what lines of latitude and longitude are and giving an example of a significant line of latitude. Understanding that the Northern and Southern Hemispheres experience seasons at different times from one another. Defining what climate zones are and giving an example.	Explaining the purpose behind lines of latitude and longitude and giving the name of more than one significant line of latitude. Beginning to describe why the Northern and Southern Hemispheres have different seasons and explaining how climate zones differ in accordance to their proximity to the Equator.
	Where is Antarctica?	2	To describe the location and physical features of Antarctica.	Understanding Antarctica has a polar climate made up of ice sheets, snow and mountains; describing Antarctica's location in the far south of the globe.	Explaining why Antarctica has a polar climate and using a scale bar to find the approximate length of Antarctica.
	Who lives in Antarctica?	3	To describe the human features of Antarctica.	Stating that tourism and research are the two main reasons people visit Antarctica; describing equipment researchers might use as well as clothes they wear; listing some of the research carried out in Antarctica.	Explaining why researchers do not live in Antarctica permanently; describing the research undertaken; explaining the reasons for the specialist equipment used.
	Who was Shackleton?	4	To use four-figure grid references to plot Shackleton's route to Antarctica.	Stating the outcome of Shackleton's expedition; successfully plotting four-figure grid references at the point where the vertical and horizontal line meet; describing a similarity and difference of life in the UK compared to	Describing the route Shackleton took; explaining why the expedition failed and why Shackleton is famous; adding dates to the route they plot.
	Can we plan an expedition around school?	5	To plan a simple route on a map using compass points.	Confidently using the zoom function on a digital map; beginning to recall the eight points of a compass; recognising and describing features on their school grounds	Describing physical and human features they recognise when zooming in and out of a digital map; confidently listing and using the eight points of the compass.
	How did our expedition go?	6	To follow instructions involving compass points and map a simple route.	Drawing a map of the route taken; identifying and following at least the four compass points; stating one thing that went well on the expedition and one aspect that did not go as hoped.	Identifying and following the eight points on a compass; thinking about how and why a compass helped Shackleton navigate out of Antarctica; identifying why their expedition did or did not go well and suggesting improvements to the process.

Are all settlements the same?	What is a settlement?	1	To describe different types of settlements.	Locating some cities in the UK and describing the difference between villages, towns and	Describing the settlements in the local area by identifying a pattern and settlement type.
	How is land used in my local area?	2	To identify the human and physical features in the local area.	Identifying features on an OS map using the Ordnance Survey Legend. Describing the different types of land use they can see and creating a key to reflect these.	Creating a key to show the different types of land use, using the correct terminology (Recreational, transportation, agricultural, residential and commercial) and using the eight compass points to locate features on the OS
	Can I explain the location of features in my local area?	3	To discuss why physical and human features are in particular locations.	Following a route on an OS map. Identifying and discussing reasons for the locations of the human and physical features they see during fieldwork.	Stating how the human and physical features they find can help them identify the land use in the local area.
	How has my local area changed over time?	4	To describe how land use in my local area has changed.	Locating and matching geographical regions on the maps; identifying one change to the local area over time; suggesting reasons as to why this happened.	Identifying features which evidence the growth of the local area; linking this to a growth in population; discussing why some features may have remained the same.
	How is land used in New Delhi?	5	To identify land use in New Delhi.	Describing the location of New Delhi; identifying some of the city's human and physical features.	Explaining how New Delhi's human and physical features demonstrate its land use; beginning to compare New Delhi to their local
	Can I compare land use in my local area and New Delhi?	6	To compare land use in two different locations.	Stating some similarities and differences between land use and features in New Delhi and the local area.	Offering explanations as to why land use and settlements are different in different locations and identifying similar features needed in all settlements.

Year 4 Geography Progression (Intent)			
	AUTUMN	**SPRING**	**SUMMER**
Topic	**Why are rainforests important to us?**	**Where does our food come from?**	**What are rivers and how are they used?**
Prior Knowledge and skills	*See Year 3*		
Intended Vocabulary	Biome, Equator, Tropic of Capricorn, Tropic of Cancer, lines of latitude, buttress roots, lianas, vegetation, vegetation belts, forest floor, understory layer, canopy layer, emergent layer, deforestation, community, indigenous peoples, drought, greenhouse gas, global warming, logging, mining, method, risk, route, questionnaire, enquiry, data, analyse	air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend	Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall
Aims	Our Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages: • A strong focus on developing both geographical skills and knowledge. • Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. • The development of fieldwork skills across each year group. • A deep interest and knowledge of pupils' locality and how it differs from other areas of the world. • A growing understanding of geographical terms and vocabulary.		
Statutory Requirements (NC) KS1 – Year 4 ***Pupils should be taught to …***	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LK)* *Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,*	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (PK)* *Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&Ph)*	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK)* *Describe and understand key aspects of: physical geography, including: climate zones,*

	volcanoes and earthquakes, and the water cycle (H&Ph) *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *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. (GS&F)*	*Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *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. (GS&F)*	*biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&Ph)* *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GS&F)* *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. (GS&F)*
Children who are secure will be able to:	Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important.	Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process.	Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.

	Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.	
		Intended Knowledge	
Locational Knowledge	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes. * To know vegetation belts are areas of the world which are home to similar plant species. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes. * To know vegetation belts are areas of the world which are home to similar plant species.	To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use.* To know some types of settlement.* To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes. * To know vegetation belts are areas of the world which are home to similar plant species.

	Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.(LK)		
Place Knowledge		To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.	
Human & Physical Geography	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere near a	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere

	near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.
		Intended Skills	
Geographical skills and fieldwork	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns.(LK) Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns.(LK) Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns.(LK) Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human

	and Antarctic Circle. Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LK) Mapping and labeling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.(H&Ph) Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples (H&Ph)	different lives to people in the UK.(PK) Mapping and labeling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.(H&Ph) Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples (H&Ph)	features.(LK) Mapping and labeling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.(H&Ph) Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples (H&Ph)

Knowledge Catcher Assessment resources for this unit. Use at the start of the unit to find out where pupils are in their learning and at the end of the unit to assess progress. Please complete the unit quiz as well to inform your assessment.

Year 4 - Why are rainforests important to us?

Write sentences around the picture to explain how indigenous people use and feel about the Amazon rainforest. Use the word bank to help you.

Word bank

water trees transport fishing medicine building ancestors

1 What threats are there to the Amazon rainforest?

_____

_____

_____

2 What can we do to help save the Amazon rainforest?

_____

_____

_____

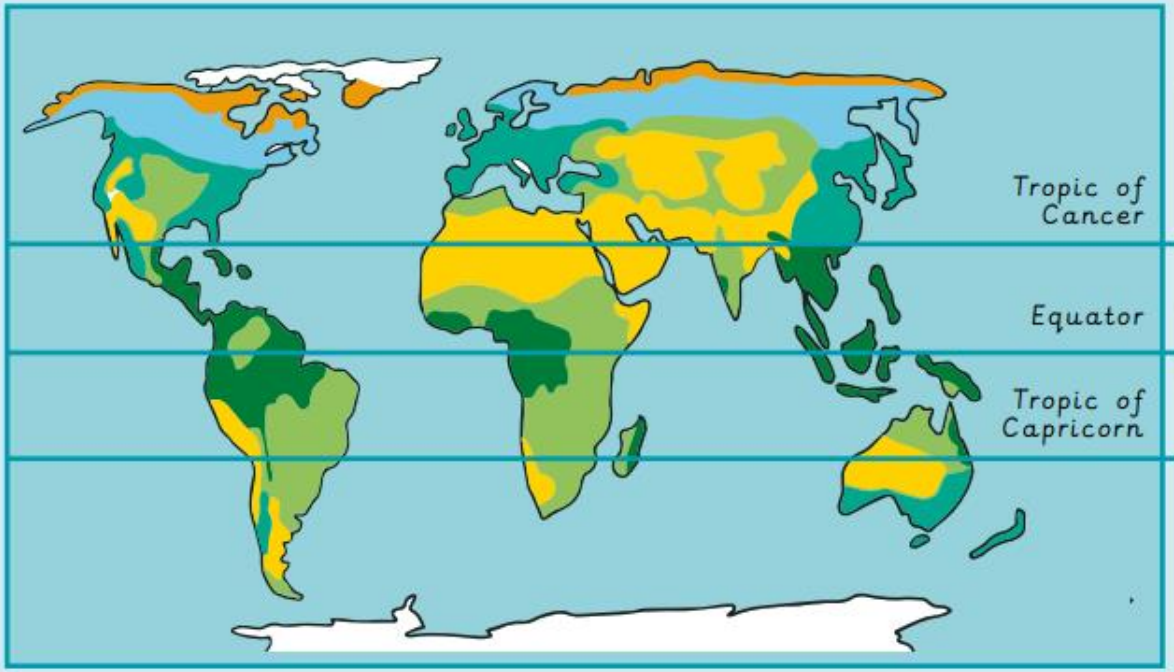
Year 4 - Why are rainforests important to us?

Map of the world's biomes

biome

An area of the world with a similar climate and landscape, where similar plants and animals live.

- Tundra
- Temperate deciduous forest
- Tropical rainforest
- Savannah
- Desert
- Boreal forest



A line of latitude north of the Equator which marks the northernmost edge of the Earth's hottest regions.

An invisible horizontal line that splits the world into two hemispheres.

A line of latitude south of the Equator which marks the southernmost edge of the Earth's hottest regions.

Tropical rainforest

How have plants adapted in the Amazon rainforest?

Thin, smooth bark ensures rain can run off trees easily.

Buttress roots keep tall trees stable in the wet soil and strong winds.

Drip tips mean rain can run off leaves without damaging them.

Lianas (vines) wind their way up other plants to reach sunlight.

Year 4 - Why are rainforests important to us?

Map of the Amazon rainforest

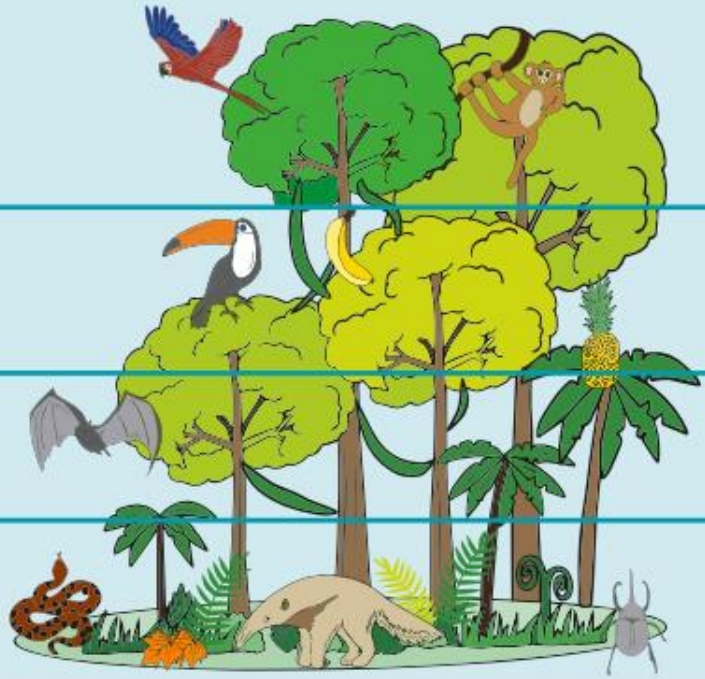
Layers of the rainforest

emergent layer

canopy layer

understory layer

forest floor



global warming

When our Earth's temperature rises because of greenhouse gases.

mining

The process of digging underground for precious metals and stones.

logging

The cutting down of trees for their wood.

deforestation

The cutting down of trees in a large area.

emergent layer	The top layer of the rainforest with the tallest trees that get lots of sunlight, rain and wind.
canopy layer	The layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.
understory layer	The warm and damp layer above the forest floor that gets little light.
forest floor	The ground layer of the rainforest where it is dark, wet and hot.

Year 4 - Where does our food come from?

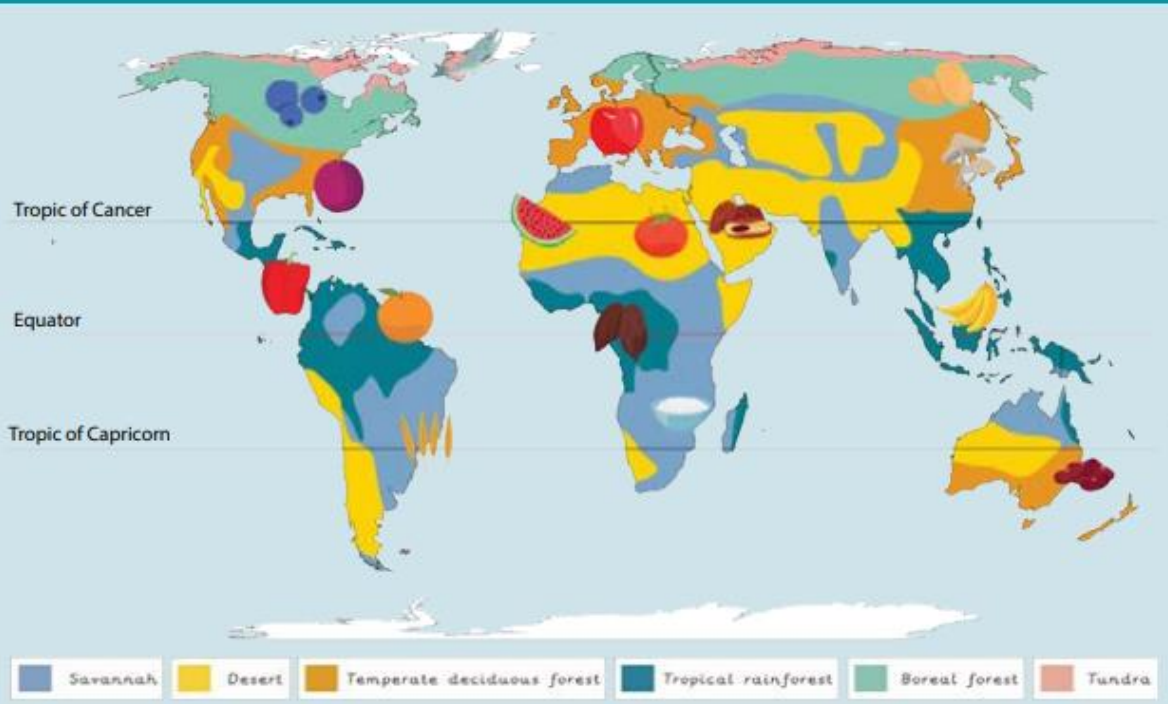
Match each biome to the correct image and the food grown within it.

Temperate deciduous forest.		
Desert.		
Tropical forest.		

Question	How can buying responsibly traded products help communities in developing countries?

Year 4 - Where does our food come from?

Map of biomes



Different foods require different conditions, such as temperature, rainfall, type of soil and amount of sunlight. Therefore, each biome's unique conditions mean that only certain food can grow there.

Energy used to grind wheat and bake bread can produce greenhouse gasses.

Meat contributes around 14.5 % of greenhouse gas emissions.

Advantages of buying local food:

- Reduces food miles.
- Provides people with fresh seasonal food.
- Creates jobs in the local community.

Disadantages of buying local food:

- May mean greenhouses are used to grow food out of season.
- May be more expensive if farmers sell independently.
- Means food may go bad quickly if grown without pesticides.

Year 4 - Where does our food come from?

Vocabulary	Definition
food miles	The distance food has travelled to reach you.
import	An item brought in from a different country.
consume	To buy, use or eat.
trade	The buying and selling of goods or services.
cooperative	A group of people working together who share ideas and income.
responsible trade	A process to ensure workers have a voice, can get the best deal for their product and work in safe conditions.
seasonal food	Food which is best eaten in a particular season.
sustainability	A way of doing something that does not harm the environment.
source	A place where something can be originally found.

Advantages of importing food:

- Helps support communities in developing countries.
- Provides people with a wider variety of food.
- Creates relationships with other countries.

Disadvantages of importing food:

- May encourage deforestation to produce enough food.
- Increases food miles.
- Can sometimes be more expensive if they have been produced through a responsible trade organisation.

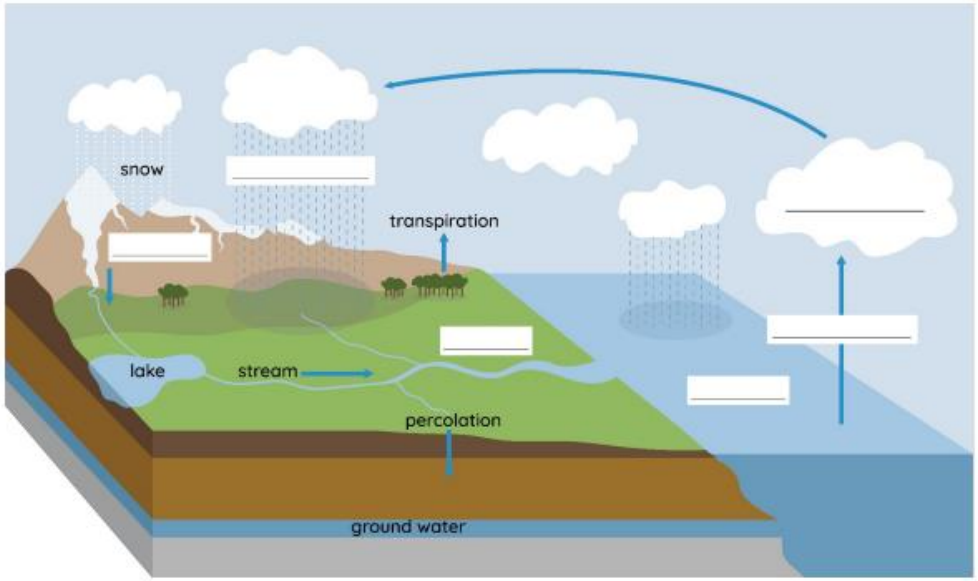
Trading responsibly:

- Helps workers to get the best deal they can for their product.
- Protects workers against changes in the price of their product and natural disasters.
- Helps farmers share ideas.
- Gives communities extra money to spend on whatever they need.
- Aims to preserve natural habitats and support the climate.

KS2 - What are rivers and how are they used?

Use the word bank below to add labels to the diagram of the water cycle.

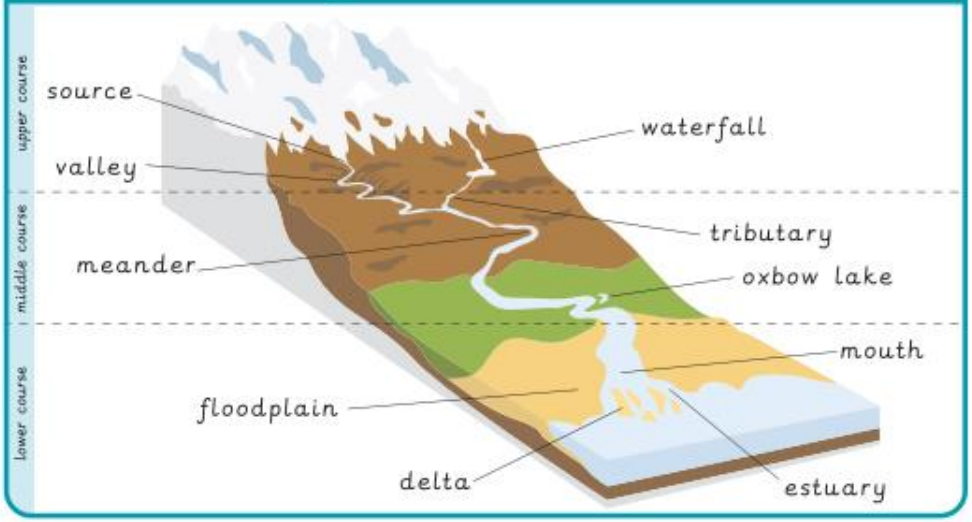
glacier ocean river condensation evaporation precipitation



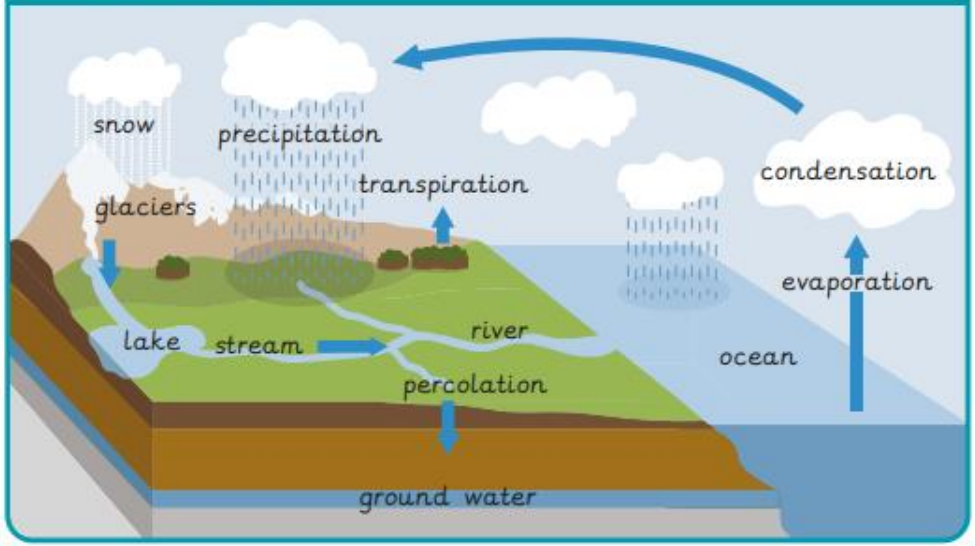
Question	What physical features might a river have?

What are rivers and how are they used?

River courses and features



The water cycle



How are rivers used?

- Rivers are important habitats for plants and animals.
- They provide a supply of food and drink for humans and animals.
- Rivers can help crops grow by dispersing nutrients and making soil more fertile.
- They offer transport routes for people and goods.
- Rivers can be used for leisure activities such as boating, swimming, fishing and many other fun activities.
- Many settlements and communities are built along rivers.
- Some people live on rivers in houseboats.
- Water from rivers can be used for irrigation on farmland.
- Renewable energy, called hydroelectric power, can be generated by moving water.

What are rivers and how are they used?

evaporation	The process in which warm water turns from a liquid to a gas in the air (water vapour).
condensation	The process in which water vapour rises in the air, cools down and turns into small water droplets.
precipitation	The process in which water falls from clouds to the ground, in the form of rain, sleet, snow or hail.
delta	A wide area near where a river meets the sea which features a build-up of sand and sediment.
estuary	The area where fresh water from a river meets salt water from the sea.
floodplain	Areas of flat land on either side of a river that can become flooded if the river gets too full.
meander	A bend or curve in a river.
oxbow lake	A bend in a river that has been separated from the main river.
river mouth	The place where a river flows into the sea.
source	The place where a river starts.
tributary	A stream that flows into a larger stream or river.
valley	An area of low land between two hills or mountains, usually with a river running through it.

Longest river in the UK:

The River Severn.

Longest river in **the** world:

The River Nile, Africa.

Kapow Primary	Geography Assessment Lower key stage 2		Homepage	Assessing Pupils' Understanding and Progress	
Unit	**Lesson name**	**Lesson No.**	**Working towards/Learning intention (WT)**	**Secure understanding (SU)**	**Greater depth (GD)**
Why are rainforests important to us?	Where in the world are tropical rainforests?	1	To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	Describing a biome and giving an example. Stating the location and some key features of the Amazon rainforest such as rivers, cities, animals and vegetation.	Explaining how biomes relate to the Equator in terms of climate and giving multiple examples. Naming more than one country the Amazon rainforest sprawls across and listing some key features, including the Amazon River and major cities.
	What is the Amazon rainforest like?	2	To describe the characteristics of each layer of a tropical rainforest.	Naming and describing the four layers of tropical rainforests and understanding that trees and plants have adapted to living there, giving an example.	Describing more than one characteristic of each layer of tropical rainforest and providing multiple examples of how trees and plants have adapted to living in this biome.
	Who lives in the rainforest?	3	To understand the lives of indigenous people living in the Amazon rainforest.	Defining the word indigenous and giving an example of how indigenous peoples use the Amazon's resources. Naming one way the Amazon is changing.	Giving multiple examples of how indigenous peoples use the Amazon's resources and making links between changes to the Amazon and the impact this may have on indigenous communities.
	How are rainforests changing?	4	To describe why tropical rainforests are important and understand the threats to the Amazon.	Articulating why the Amazon rainforest is important, giving an example of how humans are negatively impacting the Amazon and offering one action that can be taken to help.	Articulating and identifying how deforestation is a global problem, using key vocabulary and giving multiple examples of how to support the rainforest and why these actions would make a difference.
	How is our local woodland used?: Data collection	5	To safely collect data on how local woodland is used through a variety of methods.	Keeping safe and sensibly avoiding risks, using a variety of data collection methods including completing a questionnaire and mapping the route they take, with support.	Independently reading the map, locating and mapping their route, and identifying potential limitations with specific data collection methods.
	How is our local woodland used?: Findings	6	To analyse and present findings on how local woodland	Summarising how the local woodland is used in terms of activities undertaken, frequency and time of visits. Suggesting changes to improve the area.	Using evidence to clearly and thoroughly summarise how the local woodland is used, stating potential limitations of data collection methods. Comparing the use of the forest in the UK and the Amazon.
Where does our food come from?	How can our food choices impact the environment?	1	To explain the impact of food choices on the environment.	Identifying that different foods grow in different biomes and stating why; explaining which food has the most significant negative impact on the environment and suggesting why; noting one change people can make to	Giving examples of which foods grow in each biome; explaining how food choices impact climate change and how a change in diet can make a difference.
	What does it mean to trade fairly?	2	To understand the importance of trading responsibly.	Describing the intentions of trading responsibly and stating one way it can help farmers; understanding importing food can be both helpful and harmful.	Explaining the impact trading responsibly can have on communities and listing some of the advantages and disadvantages of importing food.
	How do we get our chocolate?	3	To describe the journey of a cocoa bean.	Stating one positive and one negative of importing products. Can describe the journey of a cocoa bean and one process it has to go through.	Explaining how the process from cocoa bean to chocolate bar accumulates food miles; recognising how working with an organisation that advocates trading responsibly supports farmers and their communities.
	Where does our food come from?	4	To map and calculate the distance food has travelled.	Locating countries on a blank world map using an atlas. Using a scale bar correctly to measure approximate distances.	Finding capital cities and continents of countries on their map using an atlas. Suggesting why particular food travels by different modes of transport and why some continents produce more of the UK's imported
	Are our school dinners locally sourced?	5	To design and use data collection methods to find where our food comes from.	Collecting data through an interview process and analysing the responses to help answer the enquiry question. Designing a questionnaire to collect relevant information	Describing closed and open questions and the benefits of both. Discussing the data collecting methods best suited for qualitative data collection.
	Is it better to buy local or imported food?	6	To discuss the advantages and disadvantages of buying both locally and imported food.	Discussing any trends in data collected, acknowledging that where food is sourced is a complex matter and stating examples of both advantages and disadvantages.	Discussing limitations people may have when deciding where to purchase food.

What are rivers and how are they used?	What is the water cycle?	1	To describe how the water cycle works.	Identifying water stores and processes and explaining that water moves in a constant cycle.	Understanding the processes in the water cycle that can happen elsewhere in everyday examples and explaining that these processes may be happening in more than one place at a time in the water cycle.
	How is a river formed?	2	To know the features and courses of a river.	Describing the start and end of a river, naming the three courses and giving examples of features of a river.	Describing which course each feature is most commonly found in as well as suggesting ideas of human features seen in river environments.
	Where can we find rivers?	3	To know the name and location of some of the world's r	Using an atlas to locate and name rivers and creating a key independently showing their representation of rivers.	Explaining that rivers are made up of tributaries which may be difficult to map and identifying that rivers begin inland and end at the coast. Mapping and labelling mountainous areas at the rivers' sources.
	How are rivers used?	4	To describe how rivers are used.	Describing different ways a river is used and why it is important and listing some of the problems to do with rivers.	Explaining which river course is most appropriate for each use of the river.
	What can we find out about our local river?	5	To identify and locate human and physical features on a	Describing human and physical features around their local river and identifying their location on an OS map.	Using the eight compass directions and six-figure grid references to locate and describe human and physical features around their local
	What features does our local river have?	6	To collect data on features and the environment at a loc	Identifying human and physical features in a local river environment and making a judgement on the environmental quality making suggestions on how it could be improved.	Discussing how human and physical features are interconnected and offering suggestions on how the human features could be improved and suggesting reasons for their location.

St. John The Evangelist RCP School Year 5 Geography Progression (Intent)			
	AUTUMN	**SPRING**	**SUMMER**
Topic	**What is life like in the Alps?**	**Why do oceans matter?**	**Would you like to live in the desert?**
Prior Knowledge and skills	*See Year 4*		
Intended Vocabulary	Atlas, mountain range, fold mountain, longitude, latitude, hemisphere, climate, land height, sea level, human feature, physical feature, glacier, mountain climate, temperate forest, temperate, coniferous trees, deciduous trees, scale, vegetation, population, leisure, tourist, tourism, recreational land use, OS map, method, risk, route	Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle	Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather
Aims	Our Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages: • A strong focus on developing both geographical skills and knowledge. • Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. • The development of fieldwork skills across each year group. • A deep interest and knowledge of pupils' locality and how it differs from other areas of the world. • A growing understanding of geographical terms and vocabulary.		
Statutory Requirements (NC) KS1 – Year 5 ***Pupils should be taught to …***	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK)*	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK)*	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LK)* *Understand geographical similarities and differences through the study of human and physical geography of a region of the United*

	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LK) *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (PK)* *Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&Ph)* *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GS&F)* *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. (GS&F)*	*Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&Ph)* *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *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. (GS&F)*	*Kingdom, a region in a European country, and a region within North or South America (PK)* *Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&Ph)* *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GS&F)*
Children who are secure will be able to:	Locate the Alps on a world map and identify and label the eight countries they spread through.	Describe the water cycle. Describe how the ocean is used for human activity.	Identify the lines of latitude where hot desert biomes are located.

	Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.
Intended Knowledge			
Locational Knowledge	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. To know the Prime/Greenwich Meridian is a	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK.	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland) To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.

	line of longitude which goes through 0°and determines the start of the world's time zones.		
Place Knowledge	To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.		To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.
Human & Physical Geography	To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts. To know why the ocean is important. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know the threats to oceans and corals.	To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts. To know why the ocean is important. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know the threats to oceans and corals.	To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts. To know why the ocean is important. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know the threats to oceans and corals.
Intended Skills			
Geographical skills and fieldwork	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.(LK) Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.(LK) Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.(LK) Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude

	characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. (LK) Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.(LK) Describing and explaining similarities between two regions studied. Describing and explaining differences between two regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in hot places. Using maps to explore wider global trading routes.(PK) Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.(H&Ph) Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown	characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.(LK) Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. (H&Ph) Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples (H&Ph)	when referencing location in an atlas or on a globe. (LK) Describing and explaining similarities between two regions studied. Describing and explaining differences between two regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in hot places. Using maps to explore wider global trading routes. (PK) Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. (H&Ph) Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples

	significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples (H&Ph)		(H&Ph)

Knowledge Catcher Assessment resources for this unit. Use at the start of the unit to find out where pupils are in their learning and at the end of the unit to assess progress. Please complete the unit quiz as well to inform your assessment.

Year 5 - What is life like in the Alps?

Around the image write some of the reasons why tourists choose to visit Innsbruck.

Imagine you have gone to Innsbruck for a holiday. Write a postcard to your friends describing the location, activities and human and physical features.

Year 5 - What is life like in the Alps?

World map

Mont Blanc is the highest mountain in the Alps.

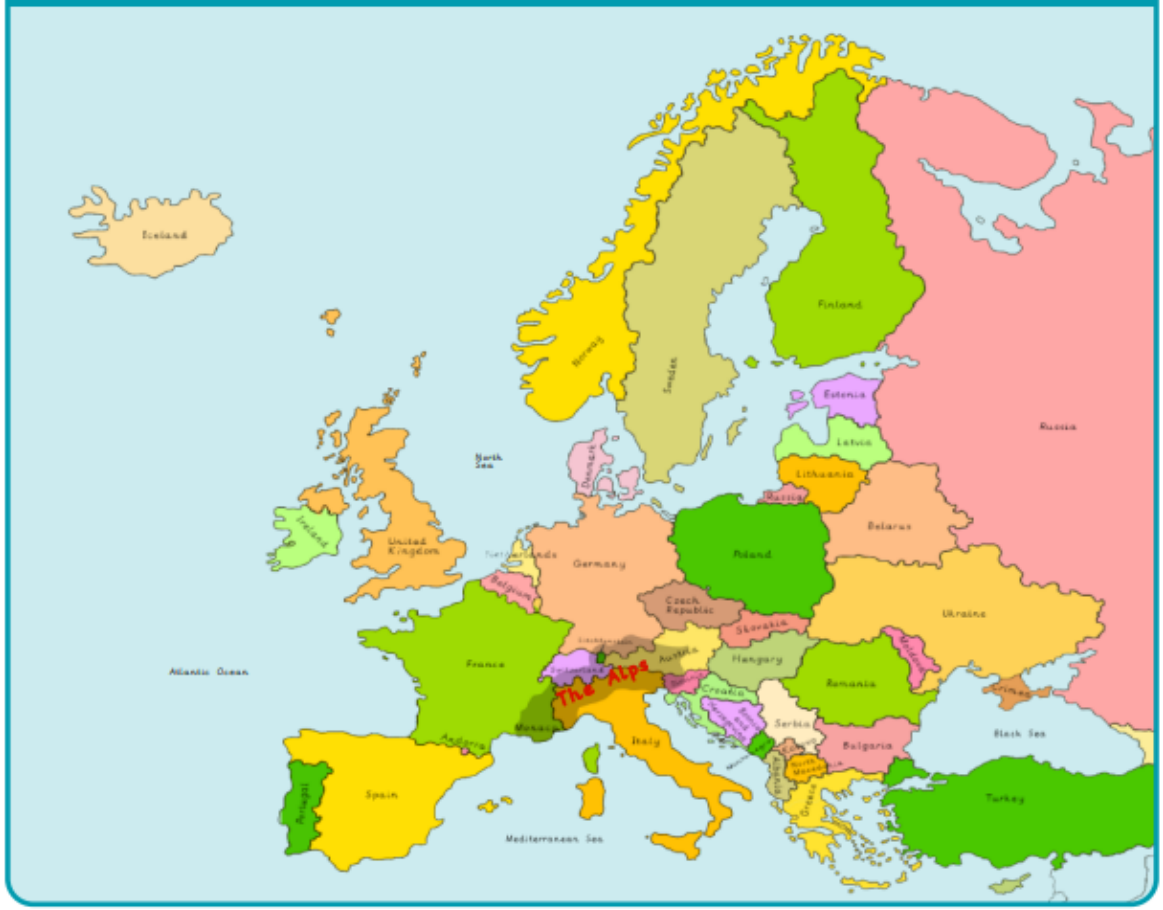
Popular activities in the Alps include skiing, hiking and sightseeing

Climate

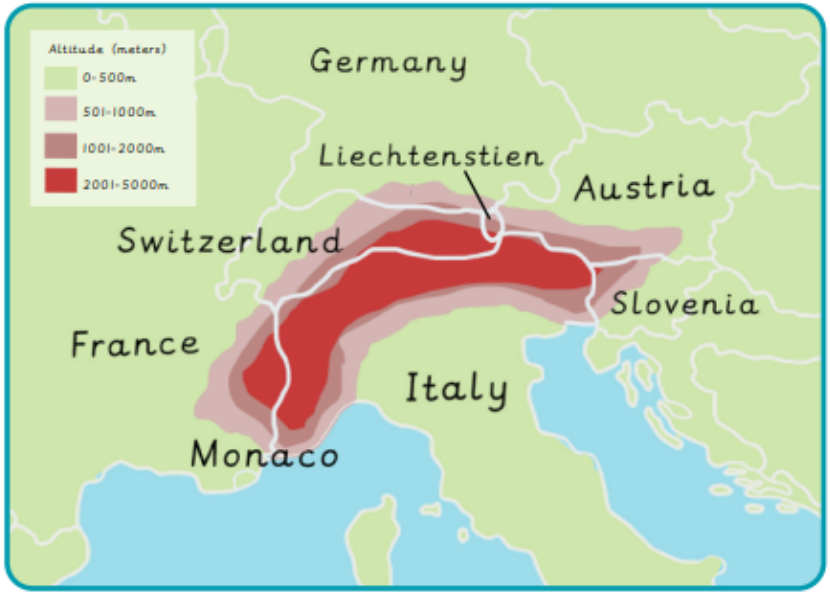
Most of the Alps have a mountain climate. It is much colder than the surrounding climate due to the height of the mountains. Lower regions of the Alps have a temperate climate.

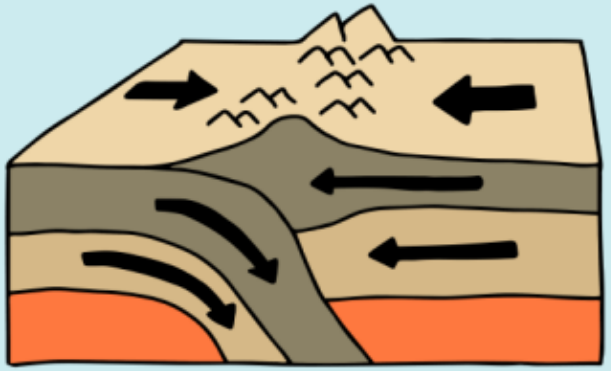
Year 5 - What is life like in the Alps?

Map of Europe



leisure	The use of free time for enjoyment.
tourist	A person who travels to a place for pleasure.
tourism	Travel for pleasure in which people visit places of interest.





Alpine mountains are fold mountains. They were formed when two tectonic plates pushed together and the ground was forced upwards.

Year 5 - Why do oceans matter?

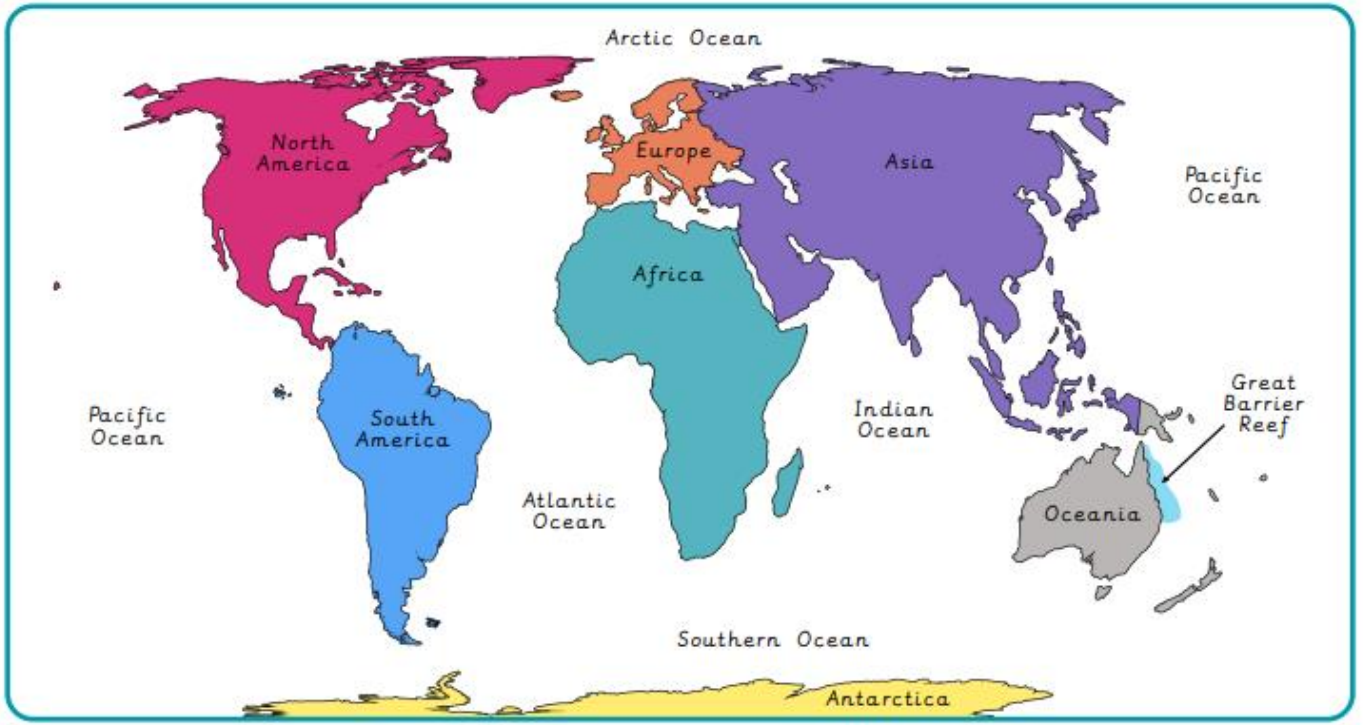
Label all of the world's five oceans: Atlantic Ocean, Pacific Ocean, Arctic Ocean, Indian Ocean and the Southern Ocean.

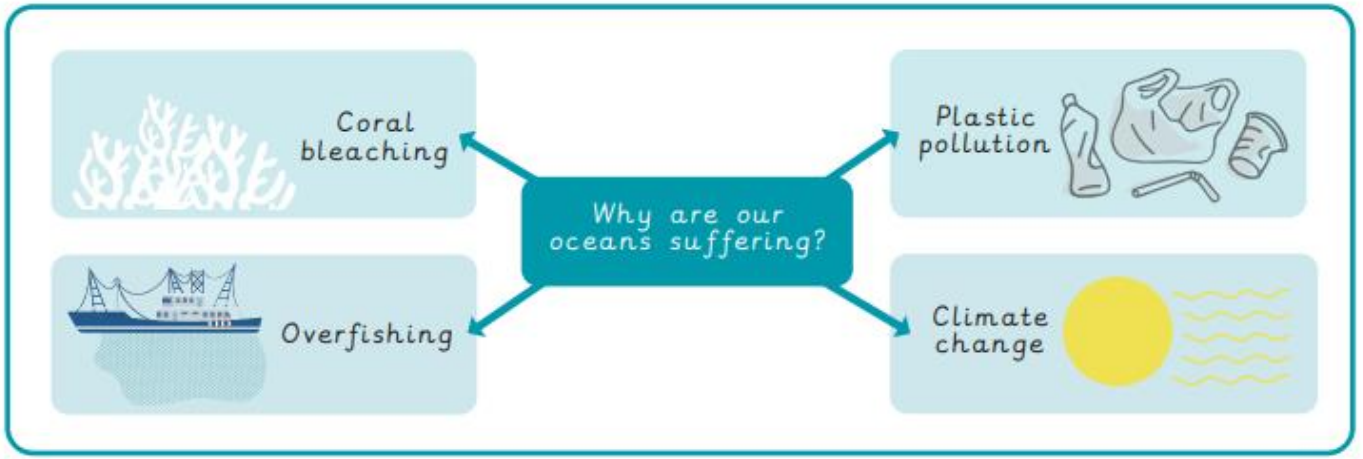
Question	Why are oceans important to the physical and human world?

Year 5 - Why do oceans matter?

Ways to support a healthy ocean:

- Trying to avoid buying single-use plastics.
- Recycling any plastics where possible.
- Only buy what you need.
- Buying second-hand.
- Re-using or re-purposing items.
- Teaching others about the ocean.
- Only buy the seafood you need.
- Trying to use natural fertilisers in gardens.
- Walking or cycling if you can.





Year 5 - Why do oceans matter?

Why are oceans important?

- They are used for trading between countries.
- Ocean currents influence our weather.
- They provide food and jobs.
- They are used for fun activities.
- They give us ingredients for medicine.
- They absorb carbon dioxide and warm our planet.
- Coral reefs act as a buffer to natural disasters.
- Coral reefs are home to a quarter of our marine species.

ocean current	The movement of a large area of seawater driven by the wind, gravity and water density.
coral reef	A large rock structure in the ocean formed by corals.
coral bleaching	A process which turns coral white, losing its colour.
marine	Relating to the ocean.
threat	Something likely to cause damage.
microplastics	Tiny pieces of plastic created from plastic waste.
acidification	The process of making something acidic.
overfishing	The number of fish decreases as a result of extreme amounts of fishing.
biodegradable	When something naturally breaks down and returns to nature.
Marine Protected Area	A designated geographical area of the ocean that is protected and managed.
single-use plastic	Plastic only used once and then thrown away.

Would you like to live in the desert?

Use the word bank below to label each of the desert physical features.

_____

_____

_____

_____

_____

Word bank

sand dune
mesa
mushroom rock
natural rock arch
salt flat

Question	Write a sentence describing the desert threats and dangers below.

Drought: _____

_____

_____

Desertification: _____

_____

_____

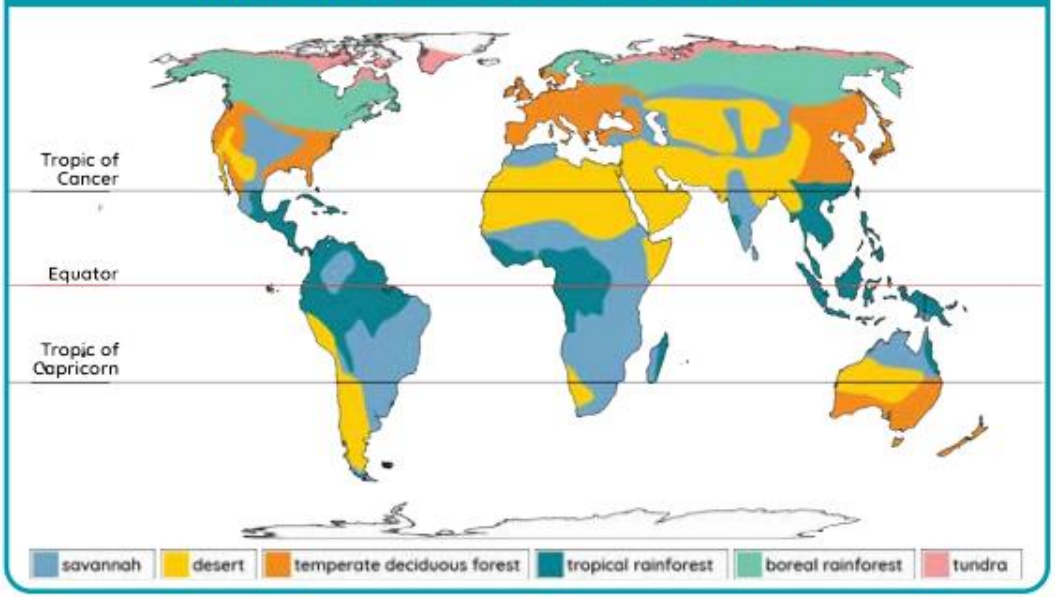
Flash floods: _____

_____

_____

Would you like to live in the desert?

Where are hot desert biomes located?



A hot desert biome is hot, dry and arid, although temperatures can drop at night and occasional heavy downpours can occur.

Threats and dangers:

How do people use the Mojave Desert?

- Protecting areas of natural beauty in national parks.
- Recreational purposes like hiking or quad biking.
- Ranching and farming.
- Military bases and training.
- Mining precious resources.
- Generating renewable energy.
- Living in settlements.

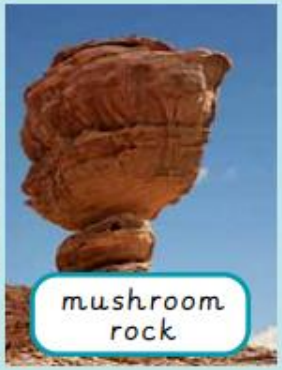
Would you like to live in the desert?

arid	Too little rain to support lots of vegetation.
barren	Land that cannot grow vegetation.
biome	An area of the world with a similar climate and landscape, where similar plants and animals live.
climate	Long-term weather conditions in a specific region.
desert	Any stretch of land with little to no rainfall and extremely sparse vegetation and wildlife.
mining	Digging underground for precious metals and stones.
rainfall	The amount of rain falling in a place over a particular time.
ranching	Keeping animals on a large farm, particularly in the Americas.
renewable energy	Energy generated from a continuous source, such as wind or water.

Physical features in the Mojave Desert:


sand dune


natural arch


mushroom rock


mesa


salt flat

Kapow Primary	Geography Assessment Upper key stage 2		Homepage	Assessing Pupils' Understanding and Progress	
Unit	**Lesson name**	**Lesson No.**	**Working towards/Learning intention (WT)**	**Secure understanding (SU)**	**Greater depth (GD)**
What is life like in the Alps?	Where are the Alps?	1	To locate the Alps on a map.	Locating the Alps on a world map and identifying and labelling the eight countries they spread through.	Locating the Alps on a world map, identifying and labelling the eight countries they spread through and the nearest seas.
	What is it like in the Alps?	2	To locate the key physical and human characteristics of the Alps.	Locating three physical and three human characteristics in the Alps.	Locating and describing the key physical and human characteristics in the Alps.
	Why do people visit the Alps?	3	To describe the physical and human features of an Alpine region.	Researching and describing the physical and human features of Innsbruck.	Describing the physical and human features of Innsbruck, using their research to devise their own questions.
	What is there to do in the local area?	4	To investigate what there is to do in the local area using data collection.	Using a variety of data collection methods including completing a questionnaire, mapping the route they take and deciding whether to sketch or take photographs to collect data.	Independently reading the map, locating and mapping the route and identifying potential limitations with the data collection.
	How are the Alps different from our local area?	5	To understand similarities and differences between the local area and an Alpine area.	Describing the similarities and differences of the human and physical geography of the local area and Innsbruck.	Describing the similarities and differences of the human and physical geography of the local area and Innsbruck using the correct geographical vocabulary.
	What is life like in the Alps?	6	To understand the human and physical geography of the Alps.	Describing at least four of the key aspects of the Alps' human and physical geography to answer the enquiry question, 'What is life like in the Alps?'	Describing the key aspects of the Alps' human and physical geography to answer the enquiry question; including some information about the impact of climate change.
Why do oceans matter?	How are oceans important?	1	To explain the importance of our oceans.	Describing the water cycle; how the ocean is used for human activity, including mapping trading routes, and how it helps to regulate the Earth's climate and temperature.	Understanding how oceans influence global climate and the impacts this has on humans, giving examples, such as increased risk of flooding due to rising sea levels from melting glaciers. Realising how fundamental the ocean is for trading routes.
	What is the Great Barrier Reef?	2	To locate and describe the significance of the Great Barrier Reef.	Identifying the Great Barrier Reef as part of Australia and describing its benefits to homing sea creatures and acting as a barrier to natural disasters.	Realising that human impact is causing temperatures to rise in the ocean and therefore killing the coral reef and beginning to consider the impact this may have on our lives such as lack of fish or increased harm from natural disasters.
	Why are our oceans suffering?	3	To explain the impact humans have on coral reefs and oceans.	Describing what can be seen on maps showing data on reefs and oceans. Describing ways in which humans are impacting the oceans and the consequences this will have.	Explicitly explaining key concepts and using key vocabulary around oceans, human impact and climate change, including coral bleaching, plastic pollution, overfishing and how global warming has an impact.
	What can we do to help our oceans?	4	To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	Describing actions that can be taken to help support healthy oceans. Discussing which data collection method would be best for marine fieldwork and why. Identifying potential risks during fieldwork.	Describing which element of the oceans our actions will impact (beach environments, water quality or marine species). Establishing whether they will be collecting qualitative or quantitative data. Identifying potential risks during fieldwork and how to manage them.
	How littered is our marine environment?: Data collection	5	To collect data on the types of litter polluting a marine environment.	Collecting data using a tally chart, photographs and plotting locations on a sketch map. Safely navigating the fieldwork environment, avoiding potential risks.	Recording a comprehensive amount of data using all three data collection methods and considering the limitations of the data collection. Safely navigating the fieldwork environment, assessing and avoiding potential risks.
	How littered is our marine environment?: Findings	6	To present, analyse and evaluate data collected	Using a tally chart and pie chart to state which was the most commonly found type of litter; plotting three locations on a digital map and making suggestions to improve a marine environment.	Presenting and analysing data using a digital map and pie chart; discussing the limitations they faced and the difficulties they may encounter with implementing their suggestions for improvement.

Would you like to live in the desert?	What is a hot desert biome?	1	To summarise the characteristics of a desert biome.	Identifying the line of latitude where hot desert biomes are located; describing the characteristics of a hot desert biome, including the climate, landscape and nature.	Describing the location of a hot desert biome in relation to the Tropic of Cancer and Capricorn.
	Where are deserts located?	2	To locate and explore features of deserts.	Locating the largest deserts in each continent; describing ways the Mojave Desert is used; comparing the temperatures of two deserts.	Explaining that not all deserts are hot; describing how a desert's position on the globe (such as hemisphere) will affect its
	What physical features are found in a desert?	3	To describe the physical features of a desert environment.	Naming and describing the physical features of deserts and beginning to explain how they were formed.	Beginning to explain what deserts looked like in the past and what they might look like in the future, justifying their thinking.
	How can people use deserts?	4	To explain the different ways humans can use deserts.	Recognising that the Mojave Desert has a different time zone to the UK; describing how humans use the desert.	Justifying the ways in which humans use the desert and explaining why this environment may be more appropriate than others.
	What are the threats to deserts?	5	To describe some of the threats facing deserts.	Beginning to explain how human activity may contribute to the changing climate and environment of the desert.	Creating a balanced argument about living in the desert, considering both human and natural factors.
	Would you like to live in the desert?	6	To explore the similarities and differences between two physical environments.	Identifying characteristics of two contrasting biomes and comparing land use; discussing if a desert environment is hospitable and why.	Explaining which land use options are more suited to either a hot desert or temperate deciduous forest biome (the UK).

St. John The Evangelist RCP School Year 6 Geography Progression (Intent)			
	AUTUMN	**SPRING**	**SUMMER**
Topic	**Why does population change?**	**Where does our energy come from?**	**How do the geographical features of Catalonia and the South West of England compare?**
Prior Knowledge and skills	*See Year 5*		
Intended Vocabulary	Population, densely populated, sparsely populated, population density, population distribution, cartogram, birth rate, death rate, natural increase, migration, migrants, refugee, push factors, pull factors, voluntary, involuntary, region, climate, climate change, fossil fuels, greenhouse gases, deforestation, impact, quantitative, qualitative, air pollution, noise pollution, Likert scale	Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, windpower, six-figure grid reference	Relief, potash, tin, tungsten, mine, hydro-electric, economy
Aims	Our Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages: • A strong focus on developing both geographical skills and knowledge. • Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. • The development of fieldwork skills across each year group. • A deep interest and knowledge of pupils' locality and how it differs from other areas of the world. • A growing understanding of geographical terms and vocabulary.		
Statutory Requirements (NC) KS1 – Year 6 ***Pupils should be taught to …***	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK)*	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)* *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK)*	*Use maps and atlases to locate the continent of Europe the country Spain and the region of Catalonia; the UK and South West England. Identify the regions bordering Catalonia and South West England. Concentrate on Catalonia and South West England environmental regions, key physical and human features, and major cities (LK)* *Locate the continent Europe and Catalonia and South West England using maps, atlases and globes. Concentrate on the environmental regions, key physical and human characteristics, and major cities of Catalonia and South West England.(LK)*

	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (PK) *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *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. (GS&F)*	*Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LK)* *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (PK)* *Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&Ph)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)* *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GS&F)* *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. (GS&F)*	*Understand geographical similarities and differences through the study of human and physical geography of Catalonia and South West England (PK)* *Human geography, including: types of settlement and land use, services, economic activity, and the distribution of natural resources including energy, food, minerals and water. (HG)* *Describe and understand the key aspects of physical geography, including: biomes and vegetation belts, rivers and mountains (PG)* *Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate Catalonia and South West England and surrounding countries and oceans and describe features studied (GS&F)*
Children who are secure will be able to:	Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them.	Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian.	Locate Catalonia and SW England on a map of Europe Name the main regions of Catalonia and SW England Describe the differences in relief between Catalonia and SW England and name the main physical features

	Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.	Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.	Name the main regions and main city in Catalonia and SW England Describe some of the main human features in Catalonia and SW England Describe the similarities and differences in the climate in Catalonia and SW England Explain why people visit Catalonia and SW England for pleasure Explain why people move to rural or urban areas in Catalonia and SW England Describe the main natural resources found in Catalonia and SW England
Intended Knowledge			
Locational Knowledge	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK.	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.	Use maps and atlases to locate the continent of Europe the country Spain and the region of Catalonia; the UK and South West England. Identify the regions bordering Catalonia and South West England. Concentrate on Catalonia and South West England Locate the different environmental regions of Catalonia and South West England and key physical characteristics. Locate the continent Europe and Catalonia and South West England using maps, atlases and globes. Concentrate on the environmental regions, key physical and human characteristics, and major cities of Catalonia and South West England. Locate the major cities and environmental regions of Catalonia and South West England. Concentrate on key physical and human characteristics as they relate to urbanisation.

Place Knowledge	To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.	To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.	Understand geographical similarities and differences through the study of human and physical geography of Catalonia and South West England. Understand geographical similarities and differences through the study of the climate and environmental regions in Catalonia and South West England and Compare the climates of these regions Understand geographical similarities and differences through the study of urban and rural areas in Catalonia and South West England. Compare urbanisation in Catalonia and South West England.
Human & Physical Geography	To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know the threats to oceans and corals.	To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know the threats to oceans and corals.	Understand geographical similarities and differences through the study of urban and rural areas in Catalonia and South West England. Compare urbanisation in Catalonia and South West England. Describe and understand key aspects of: physical geography, including: climate zones. Human geography, including: types of settlement and land use, economic activity and tourism, and the distribution of natural resources. Physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains. Human geography, including: types of settlement and land use, services, economic activity, and the distribution of natural resources including energy, food, minerals and water. Examining human and physical push and pull factors related to urbanisation.
Intended Skills			
Geographical skills and fieldwork	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating	Use maps, atlases, globes and digital/computer mapping to locate Catalonia and South West England and surrounding

	key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts (LK) Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.(LK) Describing and explaining similarities between two regions studied. Describing and explaining differences between two regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in hot places. Using maps to explore wider global trading routes.(PK) Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and	key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.(LK) Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.(LK) Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.(LK) Describing and explaining similarities between two regions studied. Describing and explaining differences between two regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in hot places. Using maps to explore wider global trading routes.(PK) Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing	countries and oceans and describe features studied. Use climate data to create climate graphs Catalonia and South West England. Using the climate data and graphs, compare the regions. Use maps to locate cities, beaches, mountains in Catalonia and South West England and describe features studied. Use maps and digital/computer mapping to locate urban and rural areas and describe features.

	environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.(H&Ph)	the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.(H&Ph)	

Knowledge Catcher Assessment resources for this unit. Use at the start of the unit to find out where pupils are in their learning and at the end of the unit to assess progress. Please complete the unit quiz as well to inform your assessment.

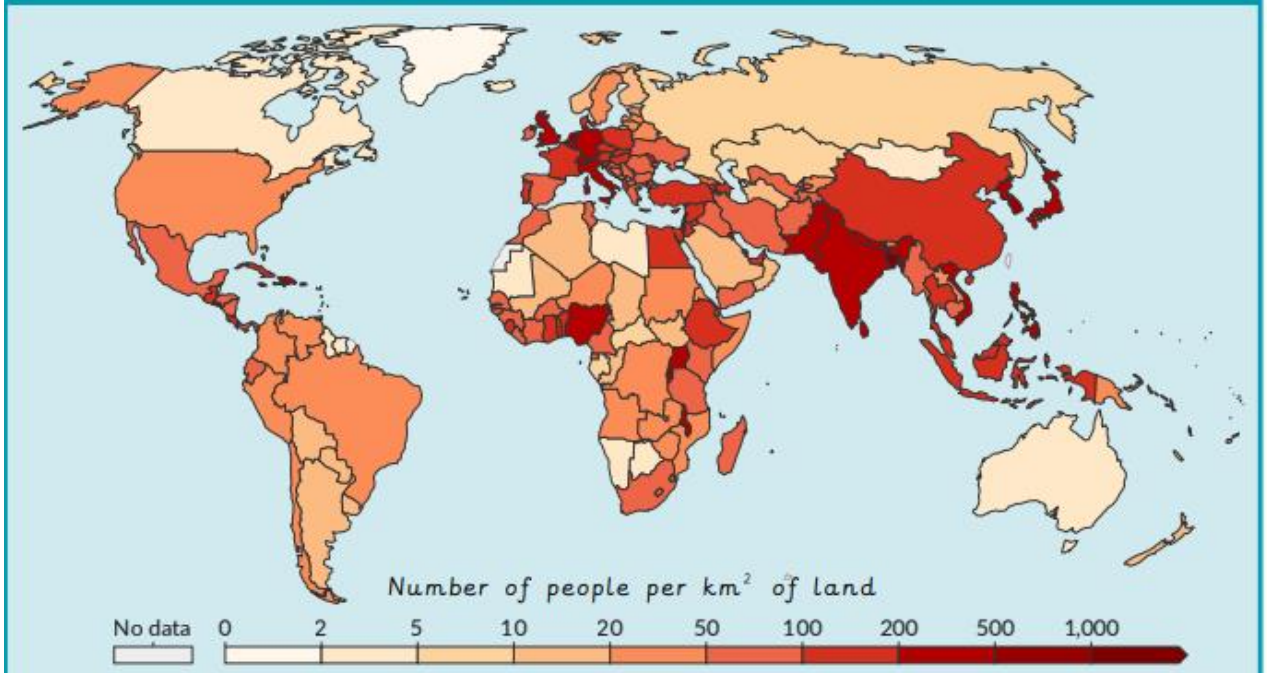
Year 6 - Why does population change?

Create a mind map of any words, phrases, definitions or notes about population that you have learnt.

1	Why might someone voluntarily move to another country?

Year 6 - Why does population change?

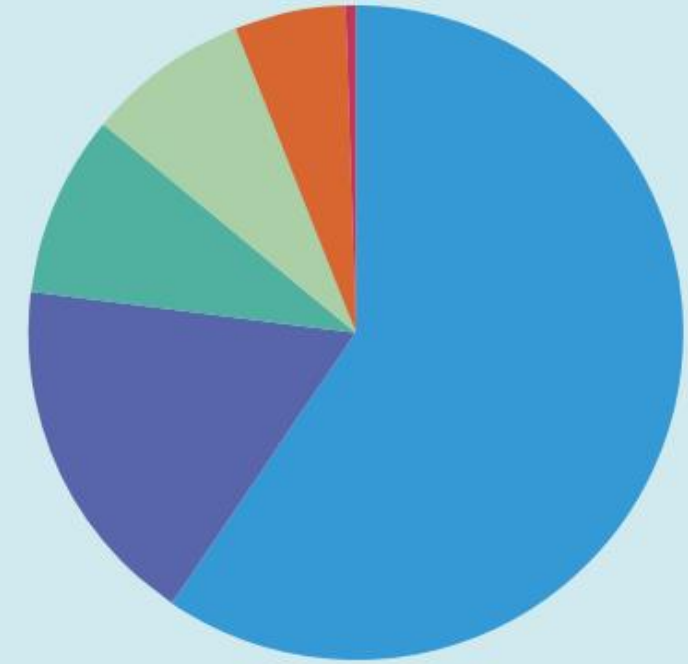
Map showing global population density



population	The number of people living in a particular place.
densely populated	An area that contains many people relative to its size.
sparsely populated	An area that has few people relative to its size.

Global population distribution

population distribution	How people are spread across a specific area.



- South America 5.5%
- Europe 9%
- Oceania 0.5%
- North America 8%
- Asia 59.9%
- Antarctica 0%
- Africa 17.5%

Year 6 - Why does population change?

Reasons for population growth

- Increase in birth rate. 
- Decrease in death rate.
- Increase in immigration.
- Consistent access to food. 
- A stable job and income. 
- Clean, spacious housing.

Reasons for population decline

- Decrease in birth rate.
- Increase in death rate. 
- Increase in emigration.
- Little or no access to clean water. 
- Little access to hospitals and medicine.
- War and conflict.
- Natural disasters. 
- Spread of disease. 

birth rate
The average number of babies born per 1000 people every year. 

death rate
The average number of people dying per 1000 people every year. 

push factors	Negative factors that push people away from a place.
pull factors	Positive factors that pull people towards a place.

Push factors	Pull factors
•To escape conflict or war.	•To find a good job.
•To escape natural disasters.	•To be closer to family and friends.
•Poverty (little money).	•Good access to healthcare.
•Little access to healthcare.	•Safety (lack of war).
•Few jobs.	•Low crime rate.
•High crime rate.	•Access to good education.
•Little food, crop failure.	•Pleasant climate and landscape.
•Harsh climate.	•To find a better quality of life.
•Little or no access to education.	•Respect for different cultures, religions and beliefs.
•Unhappy.	

migration	The act of people moving from one place to another.
refugee	People forced to leave their country to find safety because of conflict, violence or war.

Year 6 - Where does our energy come from?

Sort the energy sources in the word bank into renewable and non-renewable.

Word bank

coal	crude oil	hydropower
natural gas	geothermal energy	biofuel
wind power	solar power	nuclear power

Renewable energy	Non-renewable energy

Question Why is it important to develop renewable energy sources? Include an example of a place that has used a renewable energy source.

Year 6 - Where does our energy come from?

Vocabulary	Definition
renewable energy	Energy that does not reduce in quantity when it is used.
non-renewable energy	Energy that cannot be replenished and will eventually run out.
fossil fuel	A material formed from the remains of plants and animals over millions of years.

Year 6 - Where does our energy come from?

Renewable

hydropower

Energy generated by the movement of water.

wind power

Energy generated by wind powering large turbines.

geothermal energy

Energy generated by the heat from the Earth's core.

solar power

Energy generated by the sun and solar panels.

biofuel

Energy generated from plant or animal waste.

Non-renewable

coal

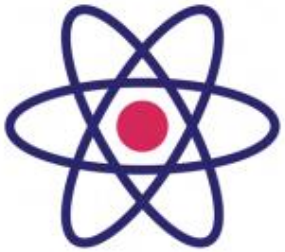
A black rock found deep underground which is used as fuel.

crude oil

A naturally occurring liquid made millions of years ago, found underground.

natural gas

A highly-flammable mixture of gases found deep underground.



nuclear power

Energy generated from radioactive materials that create heat.

Kapow Primary	Geography Assessment Upper key stage 2		Homepage	Assessing Pupils' Understanding and Progress	
Unit	**Lesson name**	**Lesson No.**	**Working towards/Learning intention (WT)**	**Secure understanding (SU)**	**Greater depth (GD)**
Why does population change?	How is the global population changing?	1	To understand the change and distribution of the global population.	Listing where the most densely and sparsely populated areas are, describing the increase in global population over time and beginning to describe what might influence the environments people live in.	Discussing the most densely and sparsely populated continents, defining these two terms, and explaining why the global population has changed over time.
	What are birth and death rates?	2	To define birth and death rates and describe why they change.	Defining birth and death rates and giving examples of what may influence them.	Calculating natural increase for a variety of countries and explaining how these are caused by the relationship between birth and death rates. Justifying influencing factors on both birth and death rates.
	Why do people migrate?	3	To recognise the push and pull factors influencing migration.	Defining migration; discussing push and pull factors; explaining why some people have no choice but to leave their homes.	Explaining why people migrate voluntarily and involuntarily; categorising the influencing factors into environmental, economic and
	How is climate change impacting the population?	4	To begin to understand the impact climate change can have on the global population.	Describing reasons why climate change happens and explaining the impact this is having on the population. Suggesting an action they can take to fight climate change.	Describing how climate change happens and explaining short-term and long-term impacts on the population, using case studies as examples. Explaining actions they can take to fight climate change.
	How is population impacting our environment?: Data collection	5	To collect data showing how population impacts the amount of traffic and litter in an area.	Following the pre-prepared route on their OS map, using a variety of data collection methods, including using a Likert scale and collecting information from a member of the public.	Spotting physical and human features on their route from symbols on the OS map and identifying which methods are qualitative and which are quantitative, as well as identifying limitations with data collection.
	How is population impacting our environment?: Findings	6	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	Creating a digital map to plot data, comparing data from the two locations and suggesting an idea to improve the environment.	Reviewing the benefits and limitations of the data collection methods and beginning to explain trends in the data.
Where does our energy come from?	Why is energy important?	1	To know why energy sources are important.	Describing the significance of energy and giving examples of sources of energy and their trading routes.	Beginning to describe the advantages and disadvantages of certain types of energy and identifying that it is most commonly non-renewable sources that are traded.
	What is renewable energy?	2	To understand the benefits and drawbacks of different energy sources.	Defining renewable and non-renewable energy; discussing the benefits and drawbacks of an energy type and understanding many things that need to be considered when deciding on an energy source.	Discussing the benefits and drawbacks of a variety of energy sources and understanding that using more than one source may be more realistic to ensure consistent energy provision.
	How does the United States generate energy?	3	To understand how a settlement has grown around an energy source.	Describing the significance of the Prime Meridian. Identifying human features on a digital map and discussing how transportation links have changed over time.	Describing how a city has grown around an energy source, identifying human features on a digital map and recalling how wind energy is being developed in Texas.
	How does the United Kingdom generate energy?	4	To know how energy sources are distributed in an area.	Locating UK cities on a map; using six-figure grid references to identify human and physical features on an OS map and using this to understand how energy sources are distributed in an area.	Locating six-figure grid references of human and physical features on an OS map; comparing energy sources in two contrasting places and explaining how land use has changed over time.
	What is the best way to generate energy?	5	To explain reasons for choosing an energy source.	Describing a benefit and a drawback of an energy source. Justifying the location of an energy source by making careful considerations.	Explaining benefits and drawbacks of energy sources; researching examples of places that have successfully implemented energy sources and making considerations about the impact on land, environment, wildlife and humans.
	Where is the best place for a solar panel on the school grounds?	6	To collect and present data on where to position a solar panel on the school grounds.	Designing and using interview questions, plotting points on a sketch map and justifying their decision for the location of a solar panel.	Justifying their chosen location for a solar panel, including the limitations a school may face when introducing one to the grounds.