Aiskew, Leeming Bar
Church of England Primary School

'Rooted in love and growing together to become lifelong learners'

Geography Progression and Key Learning

Our overall intent is that pupils when they leave Y6 are competent in identifying, using and applying place knowledge, human and physical geography, as well as locational geography to give them a global understanding and knowledge of the world we live in.

Our golden threads are: 'caretakers of the world'; and trade and settlements/migration.

We teach our units using a cyclic curriculum. This grid shows how we build progression into our learning and provide further opportunities to build upon knowledge gained. KS1 pupils enter a 2-year rolling programme at different points and KS2 pupils enter the 4-year rolling programme at different points; it is important that children have the opportunity to revisit learning in order to help it become 'sticky knowledge', to further develop skills when using this knowledge and purposefully recap on learning. Not only does this ensure our curriculum fulfils the distinct needs of our learners, it also supports children in being able to remember more because revisiting learning helps it transfer to the long-term memory. In order to do this effectively, we use the Bloom's rainbow steps to success to ensure children can use knowledge in a variety of higher order ways appropriate to their stage of learning. This way of working is successful for our mixed-aged classes.

The types of geographical knowledge are: locational knowledge, place knowledge and environmental, physical and human geography.

Locational Knowledge

Teaching "where's where" helps pupils build their identify and develop a sense of place and an appreciation of distance and scale. It also enables them to learn about the orientation of the world by referencing continents and oceans.

This mental model allows children to understand the interconnectedness of places and enables them to understand how different places require different solutions to otherwise similar problems.

Additionally, this also develops pupils' spatial thinking, which is children's ability to locate and navigate.

It is crucial to teach positional vocabulary from the EYFS onwards. This develops from relative positions in Reception, such as near and far, to compass directions, to absolute positioning, which is making reference to longitude and latitude.

All children should build an increasingly extensive knowledge of different countries, regions and features. They should be able to recall this with improved fluency over time.

Pupils should be able to pinpoint key locations and be able to associate these locations with geographical features, such as climate.

Place Knowledge

Knowledge of place allows pupils to locate or orient themselves in respect of the larger global space.

A 'place', geographically speaking, is a physical area that can be found on a map and that has an identity (a name), or has a personal meaning or attachment.

Combining knowledge of physical topography and physical or human geography WITH personal experience leads to an understanding of SPACE, another key concept.

Combining locational knowledge and place knowledge supports pupils' understanding of scale.

Our cohesive, coherent curriculum provides pupils with connections between places they already know about and new places.

Knowledge of place develops a greater awareness of people, the environment and the relationships between them. It also develops relationships to the child's place, which builds a sense of belonging.

Children need to know about changes to a place over time. This includes human geography, such as trade and physical geography, such as changes to the landscape from volcanoes and rivers.

Geographical Processes

Knowing why something occurs and the impacts it has are at the core of geography.

Describe their own and others' environments.

Recognise similarities and differences between the world around them and contrasting environments.

Understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air, people, and wildlife.

There is a focus on relationship between physical and human geography.

Map Skills

Pupils need to be taught how to construct their own maps and plans, and interpret both hard-copy and digital maps and plans including representations such as atlases and globes.

Pupils need to understand direction and scale in order to read maps proficiently.

Drawing maps supports pupils' identification of relationships between features.

Pupils in KS2 should be taught about topological and thematic mapping.

There needs to be regular practice of: decoding information from maps, constructing maps, analysing distributions or relationships, route-finding and interpreting information to draw conclusions.

The Characteristics of Effective Learning are the bedrock of children's experiences within EYFS in all areas of learning. They include:

Playing and exploring
- finding out and exploring
- using what they know in their play
- being willing to have a go

Active learning
- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically
- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

These characteristics form the first steps in preparing our youngest children in their learning about our Building Learning Power skills and link EYFS learning to that which follows in Key Stage 1 and Key Stage 2 where we continue to develop these skills further. The chart below shows how these link.

We believe that in order to help children to be effective learners and remember more, we use Bloom's Taxonomy throughout school as a way of effectively deepening children's understanding. Children are introduced to this in EYFS through the Characteristics of Effective Learning. This hierarchical structure links well with the Characteristics of Effective Learning and therefore links the EYFS curriculum to the curriculums taught in Key Stage 1 and 2. The table below shows how Bloom's Taxonomy links to these characteristics.

Characteristics of Effective Learning	Building Learning Power	Bloom's Taxonomy
Finding out and exploring	**This links to the Cognitive and Emotional Mind** Noticing: really sensing what's out there Questioning: playing with situations Imagining: using the mind's eye as a learning theatre Capitalising: making good use of resources Making links: seeking coherence, relevance and meaning	Remember: Can the student recall or remember the information?
Using what they know in their play	**This links to the Cognitive Mind** Making links: seeking coherence, relevance and meaning Capitalising: making good use of resources Reasoning: thinking rigorously and methodically	Remember: Can the student recall or remember the information? Understand: Can the student explain ideas or concepts? Apply: Can the student use the information in a new way?
Being willing to have a go	**This links to the Emotional Mind** Perseverance: stickability; tolerating the feeling of learning	
Being involved and concentrating	**This links to the Emotional and Social Mind**	

	Absorption: flow; the pleasure of being rapt in learning Managing distractions: recognising and reducing interruptions Collaboration: the skills of learning with others	
Keeping on trying	**This links to the Emotional and Social Mind** Perseverance: stickability; tolerating the feeling of learning Interdependence: balancing self-reliance and sociability	
Enjoying achieving what they set out to do	**This links to the Strategic Mind** Planning: working learning out in advance Revising: monitoring and adapting along the way	Apply: Can the student use the information in a new way?
Having their own ideas	**This links to the Strategic Mind** Planning: working learning out in advance Revising: monitoring and adapting along the way	Apply: Can the student use the information in a new way? Create: Can the student create a new product or point of view?
Using what they already know to learn new things	**This links to the Strategic and Cognitive Mind** Distilling: drawing out the lessons from experience Capitalising: making good use of resources	Apply: Can the student use the information in a new way?
Choosing ways to do things and finding new ways	**This links to the Strategic and Cognitive Mind** Distilling: drawing out the lessons from experience Capitalising: making good use of resources Planning: working learning out in advance Revising: monitoring and adapting along the way	Analyse: Can the student distinguish between the different parts? Create: Can the student create a new product or point of view?

Reception Development Matters 2020 (Children in Reception)	**Understanding the World** Draw information from a simple map. Colours, a linear map, some features marked. Do this on own/prepared map. Recognise some similarities and differences between life in this country and life in other countries Handa's hen – compare animals. Emperor Penguin – Antarctic comparison with here. Investigating where they are on a globe (which is in situ). Recognise some environments that are different to the one in which they live. Bear and the piano that goes to big cities. Elma (Jungle and animals). Ugly 5 (savannah). Katie Morag (island). Investigate how they are the same/different. Being able to discuss their own environment. Stream, road, A1, shops, trees, park, bridge. Understand the effect of changing seasons on the natural world around them. Spring, summer, autumn and winter. Rain, snow, sunshine, hail, fog, wind. Blossom (spring and bulbs, new life e.g. lambs) ; flowers, warmth, light nights (summer), harvest/seeds/leaves changing colours and falling/wind/hibernation and the collection of food stores (autumn); dark nights, fewer animals, bare trees changing landscape when snow falls (winter).
Early Learning Goals	**Understanding the World** **People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fictions texts and (when appropriate) maps. **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

P – Place names

G – Geographical terms and processes

L – Locational terms

Oddizzi Unit of Learning KS1	KS2 Units of Learning which extend this learning	How KS1 units revisit key learning	How geography will help in life.	Key substantive knowledge	Key disciplinary knowledge	Key learning opportunities with other curriculum areas
Local Area (1) Place Knowledge	Local Area	Continents and Oceans – Which continent are we on. Which Ocean is closest to the UK. United Kingdom -	To make informed choices about where they live. To appreciate they may need to move area to find work.	To know and name urban and rural features. To know and name human and physical features of local area.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	My local environment – school – EYFS History – Captain Cook born in Yorkshire and Dr

		Which country of the UK we live in		To begin to understand where in the world they live. To know the names of settlements including the type they live in. Place names North Yorkshire, Aiskew, Leeming Bar, Bedale, Londonderry, Scruton, Burneston, Northallerton, York Geographical T & P building, map, route, street, symbol Locational East, North, West, South, local	Devise a simple map; and use and construct basic symbols in a key Local area study Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of the surrounding environment. Understand geographical similarities and differences Use maps and globes to identify the United Kingdom. To learn to use positional language as well as directional and locational language.	Nicholas Patrick - astronaut ICT – Questioning - branch diagrams based on houses ICT – Technology – local area walk Reading - Prim-ed Book A – Houses and Book B – public transport Golden thread: migration
Continents and Oceans (2) Locational Knowledge	**All KS2 units** as we initially look at the area/place being taught in relation to continent and hemisphere as well as in relation to where we are. Rivers North America Rio and South East Brazil Local Area	Local Area Continents and hemisphere Hot & Cold Places - Antarctica is a continent, it's the coldest place on earth. United Kingdom Europe, UK, England	Travel planning. Being a global citizen – world awareness e.g. news.	Name and locate the world's seven continents and five oceans. To know and name human and physical features. Place names Asia, Africa, Antartica, Europe, North America, South America, Oceania, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, Australia, Brazil, China, Egypt, France, India, Spain, United Kingdom, United States of America Geographical T & P atlas, continent, globe, humas, ocean, physical Locational east, north, west, south, hemisphere	Use compass directions and locational/directional language to describe continents and oceans. Captain Cook – Cartographer, first European to land and map Western Australia and Hawaii. Responsible for mapping much of Alaska and Canada.	History - Captain Cook, voyages, places visited. Continents visited/discovered; oceans crossed. English – Zeraffa Giraffa Current news reports/world map French scheme – landmarks Spirituality: awareness awe and wonder key human and physical features; reflect on which they'd like to visit; put into action – dream board

Hot & Cold Places (2) Geographical Processes	Climate zones South America and the Amazon Rainforests Rio and South East Brazil (Atacama Desert)	Continents and Oceans – Which continent is Antarctica/desert studied. The nearest Ocean – Southern/Indian	Knowing which clothes to pack for a holiday and how to keep yourself safe in the sun.	To know and name human and physical features in a hot and cold area of the world. To identify weather in hot and cold places. To know and name animals and prominent features of hot and cold places. Misconception – all deserts are hot <u>Scott and Amundsen</u> – South Pole explorers. <u>Ann Bancroft</u> – First woman to cross the North Pole on foot. <u>Ranulph Feinnes</u> – First to travel all the way around the world and through the North and South Pole Climbed Everest at 65. <u>Place names</u> Amazon Rainforest, Antarctica, Atacama Desert, Canada, Norway, Russia, Sahara Desert <u>Geographical T & P</u> adapt, desert, habitat, iceberg, rainforest, savannah <u>Locational</u> Antarctic Circle, Arctic Circle, The Equator, North Pole, South Pole	To locate hot and cold areas of the world on a map. To name and label the Equator, North and South Poles.	Science – habitats PSHE – complements 'Staying Safe' by looking at sun safety. Golden thread: caretaker of the world Spirituality: awareness awe and wonder diversity; reflect on own impact e.g. pollution, water waste, global warming; put into action – reduce water waste and pollution.
United Kingdom (1) Locational Knowledge	The UK	Local Area - Where we live – type of settlement. Mapwork – identifying key features on a simple topographical map. Continents and Oceans – Which continent are we on. Which Ocean is closest to the UK.	A sense of belonging.	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To identify the key human and physical features of the different environments studied in each of the four countries.	Use compass directions and locational/directional language to describe the four countries of the UK and their surrounding seas. Locate the UK, its capital cities and surrounding seas.	History – famous people and events in the UK French – Bleu 5/6 Countries and capitals of UK and landmarks Linking Network – British values Golden thread: power

Weather & Seasons (1) Geographical Processes	Climate zones South America and the Amazon North America	Hot & Cold Places Similarities and differences. United Kingdom Know the UK on a weather map.	To check the weather forecast and understand the impact it can have on your daily life. To help be prepared and organised.	Name types of weather and recognise weather symbols. Identify weather found in UK and record daily weather. Order months of year and recognise seasons including differences. Use digital media to recognise seasons. Identify types of clothing worn for different weather. Place names Antarctica, Earth, Aiskew, Leeming Bar Primary School, Leeming Bar Village Geographical T & P rain, season, snow, sunshine, temperature, wind Locational Arctic, inside, outside, polar	Review recorded data to say how the weather has impacted upon daily activity. To know how weather affects jobs.	Science – Seasonal Weather EYFS/KS1 Science materials – famous scientist: Charles Rennie Mackintosh Maths – time (months and seasons) Maths – organising and reading data Maths – measuring temperature DT – construct a windmill
Mugumareno Village Zambia (2) Place Knowledge	Rivers	Local Area Similarities and differences. Continents and Oceans Locate on a world map or globe. Know the continent of Africa.	Raise money for an African charity – The Diamond Hills School.	To know where Mugurameno village fits within the world, continent and country. To know key physical and human features. To know what it is like to live in a remote village in Africa. To know how people use the Zambezi River in Mugurameno. To find out about animals that villagers live with and how they protect themselves from wild animals. To know the food that they eat and how it is prepared. To know what materials are used to build houses.	To read maps on different scales. To create enquiry questions. To contrast life in Mugurameno and Leeming Bar. To compare use of the river in Mugurameno with the ways that people use a river near you. To compare with the animals we live with. To compare this food with the food we eat. To compare houses in Mugurameno with houses in Leeming Bar. To compare the lives of children with Mugurameno e.g. chores and free time with life in Leeming Bar.	ICT – Questioning - branch diagrams based on houses Reading - Prim-ed Book A – Houses PSHE – ‘Our World’ Golden threads: settlements Spirituality: awareness awe and wonder at wild animals and physical features; reflect on how difficult it is to live with these difficulties; put into action – raise money

				David Livingstone – Explorer in Africa, named the Victoria Falls in honour of Queen Victoria. Place names Africa, Lusaka, River Zambezi, Southern Africa, Victoria Falls, Zambia Geographical T & P crop, farm, flood, market, waterfall, wildlife Locational eastern, northern, western, southern	To compare shopping and recycling habits in Mugurameno with Leeming Bar.	

P – Place names

G – Geographical terms and processes

L – Locational terms

Oddizzi Unit of Learning KS2	KS1 Units of Learning which form the basis of this learning	How KS2 units revisit key learning	How geography will help in life.	Key substantive knowledge	Key disciplinary knowledge	Key learning opportunities with other curriculum areas
Rio and South East Brazil Place Knowledge	Continents & Oceans (Loc) South America, Amazon basin flows into the Atlantic Ocean Hot & Cold Places (H&P) Climate Local Area (Pl) Knowledge of human and physical features on a map – rivers, villages, cities	Climate zones (tropical) Mountains (the Andes/Mount Aconcagua) South America and the Amazon (The Amazon rainforest; tribes; Manaus; the Amazon River; trade/exports; housing; economy) Rainforests (where rainforests are located; trade/exports) Rivers (continents) North America	Event planning – the Olympic Games	Continent: South America Countries and their capitals in South America Climate Biomes: rainforest, deserts, salt plains and ice-fields Physical features e.g. Angel Falls, Sugarloaf Mountain, the Amazon River, the Andes Human features: Christ the Redeemer, favelas, apartment blocks	Using a range of maps including longitude and latitude; identifying different countries and time/climate zones. Use photos and other media to identify a range of human/physical features. Using a range of data to compare contrasting places. To describe a key place using compass points in comparison with another.	Reading – similarities and differences: Prim-ed RE - What do Christians learn from the Creation story? (Creation/fall) Creation and science: conflicting or complementary? (Creation/fall)

		(continents; human and physical features; housing; economy)		The importance of the River Amazon to the people who live there The importance of the rainforest biome to the planet Trade links – paper, coffee, rubber etc Place names Brasilia, Cerro Aconcagua, Lake Titicaca, La Paz. Sao Paulo, Ushuaia Geographical T & P equatorial, region, manufacturing, mining, population, trade Locational Latitude, longitude, Northern Hemisphere, Southern Hemisphere, time zone, Tropic of Capricorn, Western Hemisphere		Maths – tabulating data to organise it in order to compare Spirituality: awareness of other parts of the world – Brazil; reflect on own impact e.g. wood, paper, beef; put into action – recycle paper/plastic etc. Golden thread: caretaker of the world including exports (cattle ranches and paper) Art: Craft and design: Fabric of nature Y4
Rivers Geographical Processes	Continents & Oceans (Loc) Identify continents that famous rivers are found in. Local Area (PI) Knowledge of human and physical features on a map. River Swale. United Kingdom (Loc) River Thames in London Mugumareno Village Zambia (PI) Zambezi River & Victoria Falls.	South America and the Amazon (The River Amazon; uses of a river) Rainforests (The Congo River) Climate zones (Cairo and the River Nile; uses of a river) Rio and South East Brazil (features of the Amazon River) Volcanoes and Earthquakes (natural disasters; renewable energy) The UK (The Thames and The Severn; renewable energy)	Flood defences Supporting victims of flooding Conservation Stopping pollution	Know how the water cycle works Know what a river is including stages; features of a river; and land use around it Locate and name the world's longest rivers on a map and identify key characteristics Know how rivers are used (economy, transport, sustainable energy, food, leisure) Know how human activity affects rivers Flooding – cause, effect on lives and prevention (including local links – Morton Bridge and York) Place names Egypt, Ethiopia, South Sudan, Sudan, Uganda, United States of America	Use and create diagrams Using a range of maps including a range of scales Use photos and other media to identify different features of a river and human/physical features around them and impacting them. Using a range of data to compare contrasting places. Enquiry – local flooding/characteristics of the longest river of the world. To describe a key place using compass points in comparison with another.	Science – the water cycle History - Stone Age settlements History – Ancient Egyptians PSHE – water safety Spirituality: awareness awe and wonder of rivers and how essential they are to life; reflect on own impact e.g. pollution, water waste, global warming; put into action – reduce water waste and pollution, invest in sustainable energy. Golden thread: caretaker of the world including human activity (sustainable power, pollution, food production, prevention)

				Geographical T & P confluence, flood plain, meander, mouth, source, tributary Locational altitude, estuary, lower course, middle course, upper course		
Local Area LKS2 and UKS2 Place Knowledge	Continents & Oceans (Loc) Continent of Europe and Atlantic Ocean. United Kingdom (Loc) Seas surrounding UK, Countries of the UK and their capital cities, places of interest. A range of human and physical features. Local Area (PI) Knowledge of human and physical features on an Ordnance Survey Map – rivers, woodlands, villages, cities, train stations	North America (Comparison to New York)		To know where my local area fits within the world, continent, country and region. To know local key physical and human features.	To locate the region and local area on an aerial image in relation to other places around it. To use an aerial image to describe the key physical and human features of the region and local area. To identify the principal features of a region within the UK. To locate key sites on a regional map. To understand local, regional, national and international links to the local area. To use geographical language to describe places at different scales. To use scale on a map to measure approximate distances. To use distance and compass points to identify the approximate location of a place. To compare different perspectives on the local area. To develop enquiry questions about change in the local area. To consider how a region can meet the needs of its population. To identify key human needs and processes. To use fieldwork to observe, measure and record a range of data on the human and physical features in the local	Reading – similarities and differences: Prim-ed History – Roman, Anglo-Saxon and Viking place names. History – local study – the railway at Leeming Bar Maths – measurement French – Rouge 1/2/3/4 (physical features)

				Henricus Martellus – It is said that Columbus used his World Map c1480 or one like it when he sailed to the Americas. Arno Peters – First to get the proportions of the continents correct on a flat map. Place names North Yorkshire, Aiskew, Leeming Bar, Bedale, Bedale Beck, London Londonderry, Northallerton, York Geographical T & P aerial view, international, key, land use, local, map, national, symbol Locational grid reference, 16-point compass terms north, north-north-east, north-east, east-north-east, east, east-south-east, south-east, south-south-east, south, south-south-west, south-west, west-south-west, west, west-north-west, north-west, north-north-west,	area, using a range of methods. To gather evidence through urban fieldwork of how a region is meeting people's needs. To understand and find evidence of settlement and change in the local area. To accurately use an Ordnance Survey map to identify and annotate local landmarks and features and build children's knowledge of the local area. To record the features of the local area using a sketch map including symbols and a key for a simple land use map. To create accurate six-figure grid references for specific sites. To use maps as primary and secondary evidence. Communicate geographical information about the region, using maps to create a report. To create a sketch map of the local area showing possible future changes.	
North America Locational Knowledge	Continents & Oceans (Loc) North America, Atlantic and Pacific Ocean – largest. Hot & Cold Places (H&P) Climate Local Area (PI) Knowledge of human and physical features on a map – rivers, villages, cities	Rivers (continents) Climate zones (longitude and latitude) Rio and South East Brazil (human and physical features; continents; settlements) Mountains (The Rockies* – this is in addition to the Yukon range) South America and the Amazon (trade/farming/settlements) Local Area		Know the names of the continents and be able to order them according to land mass size. To know the countries that make up North America and locate them on a map. To know that the USA is split into states and be able to name/locate some. To know the different climates found in North America and where they are located	Use a range of maps. To investigate topography. To use a range of media to understand physical and human features. Using a range of maps including longitude and latitude; identifying different countries and time/climate zones. Explain how places have changed over time. Identify common features and compare differences and similarities.	Reading – similarities and differences: Prim-ed History – Maya – Chichen Itza/Mayans in Central America. Threats to the rainforest using slash and burn Golden thread: Monarchy/commonwealth – Canada/Jamaica English: Edward Tulane

		(Comparison with Leeming Bar/New York) Volcanoes and Earthquakes		Know key physical features found in North America. To know key facts about the Rockies. To know about the volcanic eruption of Mt St Helens in 1980 and its effects on human and physical factors. To know human trading features including the Panama Canal. Human features found in North America. To know about different settlements within North America. To know the longitude and latitude of key places. To know how New York City is organised. Place names The Caribbean, Central America, Denali, Great Lakes, Mississippi River, North America Geographical T & P landscape, location, mountain range, rural, state, urban Locational Latitude, longitude, Northern Hemisphere, north-east, north-west, south-east, south-west, Western Hemisphere	Locate key landmarks in NYC using 4/6 figure grid references, symbols and key. To know why the Panama Canal was built and its importance to world trade. To describe a key place using compass points in comparison with another.	
Volcanoes and Earthquakes Geographical Processes	Continents & Oceans (Loc) Identify continents and oceans - Pacific for the Ring of Fire. Local Area (PI) Build on knowledge of maps.	North America (Mount St Helens*) Mountains (tectonic plates; volcanoes; dome mountains; The Rift Valley; Mount Kilimanjaro) Rivers (natural disasters; renewable energy) UK (renewable energy)	Disaster relief Engineering – learning how to build structures to withstand earthquakes Renewable energy	Know there are 3 layers of the earth. To describe what happens at the boundaries between the Earth's plates. Locate African Rift Valley and key physical features. Use a key and compass points. To describe the key features of a volcano.	To explain physical geography using a diagram. To interpret a tectonic plate map. To explain where volcanoes are located. To explain why famous earthquakes have occurred where they have.	PSHE – Keeping Safe English – There's a pebble in my pocket Golden thread: Rooted in love – what can we do to help in a disaster?

				To locate famous volcanoes and earthquakes. To know what is meant by the 'Ring of Fire'. To know what a tsunami is. To know how earthquakes affect human and physical features. Volcanoes produce fertile soil and geothermal energy. Pliny the Younger – known as the first volcanologist after describing the earthquakes before the eruption of Vesuvius in AD79. Athanasius Kircher – 1665, 1st global map of the distribution of volcanoes on Earth. Place names Great African Rift Valley, Haiti, Iceland, Japan, Mauna Loa, Pacific Ring of Fire Geographical T & P crater, disaster, dormant, eruption, magma, tsunami Locational Epicentre, plate boundary	Interpret data about earthquakes and volcanoes. To explain why tsunamis often occur with earthquakes. Explain why humans choose to settle near volcanoes. To describe a key place using compass points in comparison with another.	
Mountains Geographical Processes	Continents & Oceans (Loc) Identify continents that mountain ranges and famous mountains are found in. Local Area (PI) Build on knowledge of maps.	Rio and South East Brazil (The Andes) North America (The Rockies*; Mount St Helens*) Volcanoes and Earthquakes (tectonic plates; volcanoes and dome mountains) Climate Zones (climate zones around the world) The UK (map of UK)	Tourism Sport	To locate mountain ranges on each continent and name the summits. Know what a mountain is. To know how mountains are formed and identify key features. To know there are 4 types of mountains: fold, fault-block, dome and volcano. To know what a mountain climate is. To know what it is like to live on a mountain. To locate and name the UK's highest mountains.	To interpret a map that shows mountain ranges in the UK. To be able to investigate a mountainous region. To use an atlas to find grid reference to locate the 7 summits. Use an atlas to find the mountain ranges and heights of 7 summits. To describe a key place using compass points in comparison with another.	Maths – estimation/ measurement Science - the water cycle.

				Locate the Himalayas on a world map. To know what life is like in the Himalayas. To explain what role mountains play in the cycle works. To know the meaning of precipitation Ranulph Feinnes – First to travel all the way around the world and through the North and South Pole Climbed Everest at 65. Place names Ben Nevis, Himalayas, Mount Snowdon, Pacific Ring of Fire, Scafell Pike, Slieve Donard Geographical T & P alpine, avalanche, landform, slope, summit, valley Locational altitude, height above sea level, map index, map reference, scale bar		
Climate Zones Geographical Processes	Continents & Oceans (Loc) The Equator – northern and southern hemisphere. Weather & Seasons (H&P) Similarities and differences. Hot & Cold Places (H&P) Antarctica & central Africa Mugumareno Village Zambia (PI) Similarities and differences. United Kingdom (Loc) Similarities and differences.	North America (longitude and latitude) Mountains (Mountain climate – in addition to the other 5 climate zones) Rio and South East Brazil (climate zones) North America (climate zones) Rivers (climate zones) South America and the Amazon (climate zones)	Building houses Trade and natural resources	To identify lines of latitude and know how this links to climate. To identify the Equator, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles. To know the different climates zones and their characteristics and where they are located. To know as the Earth is tilted on an axis, the Northern and Southern Hemisphere experience different types of weather at the same time of year. Eratosthenes – First to coin term Geography.	To describe a key place using compass points in comparison with another. To explain how your location on the Earth's surface affects the amount of the sun's energy you receive across the year. This energy shapes the climate. To use data to compare and contrast 2 places.	Maths – data handling: bar and line graphs/angles and degrees English – Shackleton's journey and the ice trap

				Concept of Latitude and Longitude. Ann Bancroft – First woman to cross the North Pole on foot. Arnaldo Faustini – Cartographer who specialized in the Poles Place names Cairo (Egypt), London (UK), Manaus (Brazil), Nuuk (Greenland), Santiago (Chile), Seville (Spain) Geographical T & P Axis, meteorologist, orbit, precipitation (KS1 snow, rain), temperature, weather station Locational Equator, latitude, map, index, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole		
European Region Place Knowledge	Continents & Oceans (Loc) Knowledge of the continents and that these are divided into countries (apart from Antarctica) United Kingdom (Loc) We are part of the continent of Europe. Know that we are surrounded by the Atlantic Ocean, English Channel, the North Sea and Irish Sea. Make comparisons. Local Area (PI) Knowledge of human and physical features on a map – rivers, villages, cities	Climate zones (Mediterranean; temperate; polar) Rio and South East Brazil (comparison of housing; human and physical features) Mountains (The Alps*; land use; tourism) North America (continents; human and physical features; housing) Rivers (continents; rivers in the UK*) Volcanoes and Earthquakes (volcanoes)	Tourism	To be able to locate Europe on a map and know key information about its principal countries. Know the names of the continents and be able to order them according to land mass size. To locate the Mediterranean Sea and region. To locate Greece, describe its position, topography and landscape. To know the main features of Athens. Al Idrisi – Cartographer who made geographical accounts of all areas he	To describe a key place using compass points in comparison with another. To be able to explain the different climates found in Europe. To explain why the Mediterranean is popular for tourism. To explain why people migrate to Europe through Greece. To locate key human features in Athens using grid references. To compare everyday life for a child in Athens with that your own.	History – migration links with Romans, Anglo-Saxons and Vikings. History – link to life in Ancient Greece French – Bleu 1/4 Parisian landmarks French – Bleu 5/6 Countries and capitals of UK and landmarks French – Blanc 2/3/4/5 Parisian landmarks French – Rouge 6 Parisian landmarks English – Rooftoppers Science - Habitats and adaptations

				visited as well as their ethnic groups and socio-economic factors. Eurasia and Northern Africa Place names Athens, Belgium, European Union, Germany, Greece, Mediterranean Sea, United Kingdom Geographical T & P currency, migrant, retail, service industry, tourism, vegetation belt Locational easterly, northerly, southerly, westerly		
South America and the Amazon Place Knowledge	Continents & Oceans (Loc) Know that South America is a continent and that the Pacific and Atlantic Oceans are at either side and the Southern Ocean below. Local Area (PI) Knowledge of human and physical features on a map – rivers, villages, cities United Kingdom (Loc) Similarities and differences.	Climate zones (tropical; the city of Manaus) Rivers (tributaries and the source/mouth) Rio and South East Brazil (Countries in South America; human and physical features; trade/exports) North America (human and physical features) European Region (human and physical features) Rainforests (the Congo; plants and animals; settlements; threats/deforestation) UK (changing the landscape; farming; industry; tourism)	Conservation of planet – natural resources	To know that the Amazon rainforest is in a number of countries but mainly Brazil and locate them on a map. To name and locate some of the countries in South America. To know what deforestation is. To know that Manaus is a city in the heart of the Amazon Rainforest and sits on the Rio Negro, one of 2 major rivers through the Amazon. To know how the Amazon River supports economic activity including trade links and the distribution of natural resources. To know that the Amazon Rainforest is the most biodiverse place on Earth. To know that settlements in the Amazon can be diverse. To name and identify some human and physical features of Manaus. Amerigo Vespucci – Italian explorer after whom the	To describe a key place using compass points in comparison with another. Explain why deforestation occurs and debate the pros and cons. To describe the importance of the Amazon Basin and Rainforest. To explain the global importance of the Amazon. To explain how the indigenous tribes are reliant on the rainforest and compare them to people who live in Manaus and their own locality. To compare different locations.	English – Journey to the River Sea and the Great Kapok Tree RE - What do Christians learn from the Creation story? (Creation/fall) Creation and science: conflicting or complementary? (Creation/fall) Golden thread: caretaker of the world including human activity (preventing deforestation) Golden thread: the importance of trade. Golden thread: settlements Art: Craft and design: Fabric of nature Y4

				American continents are named. Sailed into the the Amazon River and around much of the coast of South America. Place names Amazon Basin, Bolivia, Brazil, Ecuador, Manaus, Peru, Venezuela Geographical T & P agriculture, ecosystem, food chain, humidity, river basin, volume Locational equatorial, International Date Line, latitude, longitude, Prime Meridian, Tropic of Capricorn, Western Hemisphere		
Rainforests Geographical Processes	Continents & Oceans (Loc) Know which continents rainforest can be found. The Equator. Local Area (PI) Build on knowledge of maps. Weather & Seasons (H&P) Similarities and differences.	Climate zones (tropical) Rivers (tributaries and the mouth) South America and the Amazon (the Amazon rainforest; plants and animals; settlements; threats/deforestation; farming)	Conservation of planet – natural resources	To know tropical rainforests are found north and south of the Equator, between the Tropics of Cancer and Capricorn. To know that rainforest biomes are home to over half the species of plants and animals in the world and a source of food and medicine. To name and describe the layers of a rainforest: forest floor, understory, canopy and emergent layer To locate the world's rainforests on a map. To know key facts about the Congo Rainforest. To know what deforestation is. Place names Amazon River, Democratic Republic of the Congo, Lake Tanganyika,	To describe a key place using compass points in comparison with another. Explain why deforestation occurs and debate the pros and cons.	English – Journey to the River Sea and the Great Kapok Tree RE - What do Christians learn from the Creation story? (Creation/fall) Creation and science: conflicting or complementary? (Creation/fall) Science - habitats

				Indonesia, Manaus, River Niger Geographical T & P biodiversity, biome, canopy, deforestation, emergent layer, forest floor, understory Locational equatorial, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn		
The UK Locational Knowledge	Continents & Oceans (Loc) Know our continent, locate on a map. Local Area (PI) Knowledge of human and physical features on a map – rivers, villages, cities United Kingdom (Loc) The countries of the United Kingdom, their capital cities, and other places of interest. That London is the capital of the UK. Know that we are surrounded by the Atlantic Ocean, English Channel, the North Sea and Irish Sea.	Mountains (map of UK) European Region (human and physical features) Rio and South East Brazil (human and physical features; features of the River Amazon) North America (human and physical features) South America and the Amazon (The River Amazon; threats/changing the landscape; farming; industry; tourism) Rainforests (The Congo River; threats/changing the landscape) Climate zones (the River Nile) Earthquakes and Volcanoes (Edinburgh Castle) Europe (Coast lines of Greece)	What to consider when choosing where to live Tourism	To know the difference between the UK and GB. To name and identify famous landmarks. To name and locate the major cities, regions, counties, mountains and mountain ranges, rivers and national parks. To name and locate the physical features. To know key facts about the River Severn and is a source of renewable energy. To know and locate specific coastline areas and know why they are special. To know the different types of industry in the UK including tourism. To know the different types of energy sources found in the UK. Place names Great Britain, Greater London, London Array, North Sea, Edinburgh – Scotland, Belfast - Northern Ireland, Cardiff - Wales, London – England, Glasgow, Manchester, Birmingham, Derry,	To describe a key place using compass points in comparison with another. To use political and topographical maps. To explain why the cities have been built where they are. To use data to learn about the UK. To use compass points to plan a journey. Use an atlas and map to find out about UK counties. To explain how humans have changed the landscape of the United Kingdom. To explain how land is used in the UK and how this impacts on the economy. To be able to evaluate the advantages and disadvantages of wind energy.	French – Bleu 5/6 Countries and capitals of UK and landmarks History – Stonehenge and Skara Brae Golden thread: trade Golden thread: settlements Golden thread: caretaker Music: Holst's Jupiter Mendelssohn's Scottish Symphony Mahler's 5th Symphony

				Swansea, North Yorkshire, County Durham Geographical T & P coastline, development, economy, energy source, industry, landmark, sustainable development Locational offshore, onshore, scale bar		

* These mountain ranges are in addition to the ones studied in the Mountains/Rivers unit.