GEOGRAPHY PROGRESSION MAP

Year Group and Topics	Learning Objectives NC-Unit/Scheme Knowledge-Skill Objectives	Key Vocabulary	Assessment of Core Knowledge and Skills/End Goal
Reception			
Knowledge and Understanding of the World	***See separate EYFS Document***		
Year 1			
<u>Autumn</u> **Our Local Park** <u>Concepts</u> Place Space Scale Physical and Human Processes	**<u>KS1 National Curriculum Objectives</u>** ● Children will learn to use simple fieldwork and observational skills to answer geographical questions about their local park ● Children will learn about human and physical features and use basic geographical vocabulary to describe them ● Children will learn to collect data and present and analyse their findings **<u>Key Questions and Geographical Knowledge</u>** **Where is our local park and how do people get there?** **Geographical Knowledge :** Place Knowledge, Human and Physical Geography **How can we collect data about the key features of our local park?** **Geographical knowledge:** Locational Knowledge, Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork	aerial plan, aerial view, cardinal points, collection methods, compass, data, directions, fieldwork, investigation, journey, local, maps, observation, pictogram, position, record, route, symbols, tally chart	**CHildren will be able to name and describe what they see at their local park ie play areas, ponds, wildlife areas and car parks.** **Children will be able to discuss the data they have collected to answer how people use and enjoy their park.**

	How can we present data about our local park's facilities? **Geographical Knowledge:** Locational knowledge, Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork		
Spring **The World and My School** Concepts Place Space Scale Physical Processes	**KS1 National Curriculum Objectives** ● Children will name and locate the world's seven continents and five oceans. ● Children will name and locate the four countries and capital cities of the United Kingdom. ● Children will identify the seasonal weather patterns in the United Kingdom and hot and cold areas worldwide. ● Children will learn about human and physical features and use basic geographical vocabulary to describe them. **Key Questions and Geographical Knowledge** **What is my classroom like?** **Geographical Knowledge :** Locational Knowledge, Place Knowledge, Geography Skills and Fieldwork **Where is my school on the street?** **Geographical Knowledge :** Locational Knowledge, Place Knowledge, Geography Skills and Fieldwork **Where is my town in the country?** **Geographical Knowledge :** Locational Knowledge **What are the seasons like in the United Kingdom?** **Geographical Knowledge :** Locational Knowledge and Physical Geography **Where is my country in the world?** **Geographical Knowledge :** Locational Knowledge **How is the weather different around the world?** **Geographical Knowledge :** Physical Geography	address, aerial plan, area, atlas, autumn, beach, bird's capital, cardinal city, cliff, coast, compass, continent, country, equator, eye factory, farm, features, forest, globe, harbour, hill, house, human investigation, land landmark, local map, messy mountains, North Pole, observation, oceans, office, physical, plan perspective, points, port, position, river, sea, seasons, settlement, shop, soil, South Pole, spring, summer, temperate, temperature, town, use, valley, vegetation, view, village, winter	**Children will be able to identify key human and physical features of the area.** **Children will be able to identify the UK's four countries and capital cities.** **Children will be able to describe the seasons in the United Kingdom and explain how they change.** **Children will show a knowledge of the different continents and oceans.**
Summer **Our School Grounds**	**KS1 National Curriculum Objectives** ● Children will learn to use simple fieldwork and observational skills to answer geographical questions about their school grounds.	aerial view, cardinal points, collection methods, compass, data, direction,	**Children will be able to name and describe what they can see whilst exploring the school grounds.**

<u>Concepts</u> Place Space Scale Physical and Human Processes	• Children will learn about human and physical features and use basic geographical vocabulary to describe them. • Children will learn about how to collect data, present and analyse their findings. **<u>Key Questions and Geographical Knowledge</u>** **Which features in our school grounds encourage plant life?** **Geographical Knowledge :** Locational Knowledge, Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork **Where on our school grounds could we encourage plant life?** **Geographical Knowledge :** Locational Knowledge, Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork **How can we share the locations in our school where we would encourage plant life?** **Geographical Knowledge :** Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork	facilities, fieldwork, human features, investigation, journey, maps, map key, observations, physical features, pictogram, plant life, position, record, route, sketch map, symbols, tally chart	**Children will be able to devise a simple map including symbols to represent their observations.** **Children will be able to reflect upon the data collected to answer how their school grounds support and encourage plant life.**
Year 2			
<u>Autumn</u> My Local Area and Tulum, Mexico	**<u>KS1 National Curriculum Objectives</u>** • Children will use world maps, atlases and globes to learn about the world's seven continents and five oceans. • Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Children will identify the hot and cold areas of the world, such as the equator and the North and South Poles. • Children will use geographical vocabulary to refer to key physical and human features. • Children will use simple compass directions and directional language. **<u>Key Questions and Geographical Knowledge</u>** **Can I use atlases and globes to discover the continents and oceans of the world?** **Geographical Knowledge :** Locational Knowledge and Geography Skills and Fieldwork **What is the effect of the equator and the poles on the climate worldwide?** **Geographical Knowledge :** Locational Knowledge	aerial photograph, atlas, beach, capital, characteristics, city, cliff, climate, coast, compass, continent, country equator, factor, farm, fieldwork, forest, harbour, hill, house, key, landmark, locality, location, map, mountain, North Pole, ocean, office, port, river, sea, season, shop, soil, South Pole, symbol, temperate, town, valley, vegetation, village, weather	**Children will be able to identify the seven continents and five oceans, the countries, capital cities and surrounding seas of the UK and the equator and poles.** **Children will be able to compare the human and physical features in Mexico to the geographical features of their own local area.**

	What are the countries, capital cities and surrounding seas of the UK? **Geographical Knowledge :** Locational Knowledge **Where is Mexico?** **Geographical Knowledge :** Locational Knowledge **How do the physical features of Tulum compare to those of my local area?** **Geographical Knowledge :** Locational Knowledge, Place Knowledge, Human and Physical Geography **How do the human features of Tulum compare to those of my local area?** **Geographical Knowledge :** Locational Knowledge, Place Knowledge, Human and Physical Geography		
<u>Spring</u> **Weather and Climate (Fieldwork)** <u>Concepts</u> Physical Processes	**<u>KS1 National Curriculum Objectives</u>** ● Children will 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. ● Children will use simple fieldwork and observational skills to study the weather conditions on their school grounds. **<u>Key Questions and Geographical Knowledge</u>** **What is the difference between weather and climate?** **Geographical Knowledge :** Locational Knowledge and Physical Geography **How can we read a weather map?** **Geographical Knowledge :** Physical Geography and Geography Skills and Fieldwork **How can we collect weather data?** **Geographical Knowledge :** Physical Geography and Geography Skills and Fieldwork **How can we collect and record weather data?** **Geographical Knowledge :** Physical Geography and Geography Skills and Fieldwork **How can we analyse our weather data and evaluate our fieldwork?** **Geographical Knowledge :** Physical Geography and Geography Skills and Fieldwork	analyse, atmosphere, axes, bar chart, climate, climate zone, equator, evaluate, forecast, key, meteorologist, mild, okta, pictogram, poles, precipitation, present, rain, gauge, reflect, table, temperate, temperature, thermometer, symbol, weather, weathervane	**Children to show knowledge of the difference between weather and climate and basic climate zones and the conditions in cold, hot and temperate climate zones.** **Children to show a knowledge of weather forecasts and identify the symbols used to display weather conditions.** **Children to show a knowledge of different weather instruments before collecting and recording weather data from the school grounds.** **Children to analyse the collected data and evaluate the fieldwork they have carried out.**
<u>Summer</u> **My Local Area and Luxor, Egypt**	**<u>KS1 National Curriculum Objectives</u>** ● Children will understand geographical similarities and differences through studying the human and physical geography of their local area and Luxor. ● Children will use geographical vocabulary to refer to key physical and human features.	aerial photograph, ancient civilisation, atlas, beach, capital, characteristics, city, cliff, climate, coast, compass, continent, country,	**Children will be able to create maps of the school and their local area.** **Children will demonstrate a knowledge of the geographical human and physical features of Luxor in Egypt and compare**

<u>Concepts</u> Place Space Scale Physical and Human Processes Cultural Awareness and Diversity	• Children will use aerial photographs to recognise landmarks, devise simple maps and construct symbols in a key. • Children will use simple fieldwork and observational skills to study the geography of the school and its grounds. **<u>Key Questions and Geographical Knowledge</u>** **How sustainable is water use in the UK?** **Geographical Knowledge:** Locational Knowledge and Place Knowledge **Can I create a map of my school using key map features?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge and Geography Skills and Fieldwork **Can I create a map of my local area using aerial photographs?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge and Geography Skills and Fieldwork **Where is Egypt?** **Geographical Knowledge:** Locational Knowledge **How do the physical features of Luxor compare to my local area?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge and Human and Physical Geography **How do the human features of Luxor compare to my local area?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge and Human and Physical Geography	equator, factory, farm, fieldwork, forest, harbour, hill, house, key, landmark, locality, location, map, mosque, mountain, North Pole, ocean, office, port, river, sea, season, shop, soil, South Pole, symbol, temperate, temple, Thebes, tomb, town, valley, vegetation, village, weather	**them to the geographical features of their own local area.**
Year 3			
<u>Autumn</u> Land Use (Fieldwork) <u>Concepts</u> Place Space Scale Interdependence Human Processes	**<u>KS2 National Curriculum Objectives</u>** • Pupils will learn how settlements have changed over time and why original locations were chosen for settlements. • Pupils will examine settlements in their local area, focusing on facilities and transport links and any change over time. **<u>Key Questions and Geographical Knowledge</u>** **What are the types of land use?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge and Human Geography **What are the important features of a settlement, and why do settlers choose specific places?**	analyse, block graph, city, evaluate, facilities, hamlet, land use, pictogram, population, raw materials, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village	**Children will be able to identify the facilities and transport links in their local area.** **Children will be able to present, analyse and evaluate data collected about their locality.**

	Geographical Knowledge: Locational Knowledge, Place Knowledge and Human Geography **How can I record the facilities that are available in my local area?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge, Human Geography, Geography Skills and Fieldwork **How can I present and analyse information about local facilities?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge, Human Geography and Geography Skills and Fieldwork		

<u>Spring</u> **The United Kingdom** <u>Concepts</u> Place Space Scale Human Processes Cultural Awareness Cultural Diversity	**<u>KS2 National Curriculum Objectives</u>** ● Children will 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. ● Children will describe and understand key aspects of physical and human geography in the UK and their region, including types of settlement and trade. ● Children will use maps and atlases to locate countries and describe features studied. ● Children will use the eight points of a compass, four-figure grid references, symbols and keys, building their knowledge of the United Kingdom and the wider world. **<u>Key Questions and Geographical Knowledge</u>** **What are the settlements of the UK and counties of England?** **Geographical Knowledge:** Locational Knowledge and Place Knowledge **What are the human features of the UK?** **Geographical Knowledge:** Locational Knowledge and Human Geography **What are the physical features of the UK?** **Geographical Knowledge:** Locational Knowledge and Physical Geography **How can I use compasses, keys and symbols to read a map?** **Geographical Knowledge:** Geographical skills **How can I use four-figure grid references to read a map?** **Geographical Knowledge:** Geographical Skills and Physical Geography **What are the key topographical features found in the UK?** **Geographical Knowledge:** Geographical Skills and Physical Geography **How have land use patterns changed over time in the UK?** **Geographical Knowledge:** Place Knowledge and Human Geography	agriculture Characteristics Coastal beach Economy Education Farming Finance Heritage Healthcare Housing Industry Insurance Leisure Pier Pollution Land use Retail Settlements Population Tourism Urbanisation	**Children will be able to identify the key geographical characteristics of the United Kingdom.** **Children will be able to identify the different countries of the United Kingdom and the regions within England.** **Children will be able to use maps and atlases to explore the UK and their local region and demonstrate an understanding of using a compass, four-figure grid references, keys and symbols.**
<u>Summer</u> **Conservation of Bees (Fieldwork)**	**<u>KS2 National Curriculum Objectives</u>** ● Pupils will recall what they know about bees and what we learn about bees. ● Pupils will understand the key issues affecting bees. ● Pupils will understand how we can use our school environment to help bees.	analyse, bar chart, biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve,	**Children will show an understanding of why bees are important for humans and the natural world.**

<u>Concepts</u> Place Physical Processes Environmental Impact Sustainable Development	• Pupils will plan and carry out effective ways to help conserve bees. • Pupils will record and evaluate the effectiveness of bee conversation in school. **<u>Key Questions and Geographical Knowledge</u>** **What can we learn about bees?** **Geographical Knowledge:** Human and Physical Geography **What are the key issues affecting bees?** **Geographical Knowledge:** Place Knowledge, Human and Physical Geography **How can our school environment help bees?** **Geographical Knowledge:** Place Knowledge, Human and Physical Geography and Geography Skills and Fieldwork **How can we plan and carry out effective ways to help conserve bees?** **Geographical Knowledge:** Place Knowledge, Human and Physical Geography and Geography Skills and Fieldwork **How can I record and evaluate the effectiveness of bee conservation in my school?** **Geographical Knowledge:** Place Knowledge, Human and Physical Geography and Geography Skills and Fieldwork	domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis	**Children will be able to identify and describe the dangers facing bees and how they can be conserved.** **Children will be able to make recommendations for improvement works on school grounds to help conserve and protect bees.**
Year 4			
<u>Autumn</u> My Region and South Aegean, Greece <u>Concepts</u> Place Space Scale Physical Processes Cultural Awareness Cultural Diversity	**<u>KS2 National Curriculum Objectives</u>** • Pupils will identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian. • Pupils will learn physical geography, including volcanoes and earthquakes and human geography, including types of settlement and land use. • Pupils will learn about the continent of Europe, concentrating on key physical and human characteristics, the countries and major cities. **<u>Key Questions and Geographical Skills</u>** **What are Europe's human and physical features, including countries and capital cities?** **Geographical Skills:** Locational Knowledge, Human Geography and Physical Geography **What are the key geographical features of Greece?**	Aerial photograph, agriculture, archipelago, arctic circle, atlas, beach, capital, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork,	**Children will be able to identify different European countries and capital cities.** **Children will be able to describe the human and physical geographical features in their own local area and learn about a region in a European country comparing the two regions identifying similarities and differences.**

	Geographical Skills: Locational Knowledge, Human Geography and Physical Geography **What are plate tectonics?** **Geographical Skills:** Locational Knowledge and Physical Geography **What are earthquakes, and how do they occur?** **Geographical Skills:** Locational Knowledge and Physical Geography **What are volcanoes, and how do they occur?** **Geographical Skills:** Locational Knowledge and Physical Geography **What are the key physical features of the South Aegean region, and how do they compare to my region?** **Geographical Skills:** Physical Geography **How is the land used in the South Aegean region, what are the economic activities and how do they compare to my region?** **Geographical Skills:** Locational Knowledge, Place Knowledge and Human Geography	forest, hemisphere, hill, house, island, islet, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, region, river, rural, scale, shop, tropic of Capricorn, tropic of Cancer, urban, valley, village, volcano, weather	
<u>Spring</u> **Weather and Climate (Fieldwork)** <u>Concepts</u> Physical Processes Space	**<u>KS2 National Curriculum Objectives</u>** ● Children will be able to identify seasonal and daily weather patterns in the United Kingdom and the location of climate zones worldwide in relation to the equator and the North and South Poles. ● Children will understand the effects of extreme weather and its impact on people and the environment. ● Children will use fieldwork to observe, measure, record and present weather conditions using various methods on the school grounds. **Key Questions and Geographical Skill** **What is the difference between weather and climate?** **Geographical Skill:** Physical Geography and Locational Knowledge **How can we collect weather data?** **Geographical Skill:** Physical Geography and Geography Skills and Fieldwork **How can we collect and record weather data?** **Geographical Skill:** Physical Geography and Geography Skills and Fieldwork	atmosphere, climate, climate zone, equator, forecast, meteorologist, mild, precipitation, temperate, temperature, weather analyse, anemometer, axes, bar chart, collaborate, evaluate, fieldwork, horizontal, investigate, key, line graph, monitor, North Pole, observe, okta, record, reflect, pictogram, poles, present, rain gauge, reflect, South Pole, table, thermometer, vertical, weathervane	**Children will be able to identify the six main climate zones and the weather conditions in each.** **Children will recognise anemometers, rain gauges and thermometers and identify their use in measuring wind speed, rainfall, and temperature.** **Children will be able to make sensible predictions based on weather trends and patterns.** **Children will be able to analyse collected data and evaluate their fieldwork.**

	How can we present weather data? **Geographical Skill:** Physical Geography and Geography Skills and Fieldwork **How can we analyse our weather data and evaluate our fieldwork?** **Geographical Skill:** Physical Geography and Geography Skills and Fieldwork		
Summer **Coastal Erosion** Concepts Place Scale Physical Processes	**KS2 National Curriculum Objectives** ● Children will describe and understand key aspects of physical geography in the context of coastal features. ● Children will name and locate the physical characteristics and key topographical features of coasts. ● Children will understand why some of these aspects have changed over time. ● Children will begin to understand erosion, deposition and weathering and their effects on coasts. ● Children will begin to discuss how human activity can affect coasts. ● Children will relate this knowledge to case studies of UK coasts. ● Children will identify ways in which people can protect coasts. **Key Questions and Geographical Skill** **What are coasts?** **Geographical Skill:** Locational Knowledge and Physical Geography **How are coasts changing?** **Geographical Skill:** Locational Knowledge and Physical Geography **What can be done to protect coasts?** **Geographical Skill:** Locational Knowledge and Physical Geography **How does coastal erosion affect people?** **Geographical Skill:** Locational Knowledge and Physical Geography	Arch, bay, beach, beach nourishment, cliff stabilisation, cave, cliff, coasts, coastline, erosion, deposition, dune nourishment, groynes, headland, island, physical process, revetments, rock armour, sand dunes, sea, seaside, sea walls, sediment, shingle, spit, stack, stump, waterfront	**Children will be able to describe how coasts can vary and why.** **Children will be able to identify different features of coasts and describe how they are formed.** **Children will be able to describe the physical processes that cause a coastline to change over time.** **Children will be able to explain what coastal protection strategies are.**
Year 5			
Autumn **Biomes and Ecosystems (Fieldwork)** Concepts Place	**KS2 National Curriculum Objectives** ● Children will use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including plans, graphs and digital technologies. ● Children will use the eight points of a compass and four and six-figure grid references. **Key Questions and Geographical Skill** **What biomes and ecosystems are found in the UK?**	analyse, biome, classify, climate, compass, data, eastings, ecosystem, fieldwork, grid references, habitat, identification, latitude, longitude, measuring, native, northings, observing, precipitation, present,	**Children will be able to describe what biomes and ecosystems are.** **Children will be able to plan fieldwork and an investigation into the amount and variety of trees, plants and animals.**

Space Scale Human Processes Environmental Impact Interdependence	**Geographical Skill:** Locational Knowledge, Place Knowledge and Physical Geography **What can I learn about ecosystems by studying the New Forest?** **Geographical Skill:** Locational Knowledge, Place Knowledge and Physical Geography **How can I study a local ecosystem?** **Geographical Skill:** Locational Knowledge, Place Knowledge, Physical Geography and Geography Skills and Fieldwork **What data can I collect from my local woodland ecosystem?** **Geographical Skill:** Physical Geography and Geography Skills and Fieldwork **How can I present the data collected from my local ecosystem?** **Geographical Skill:** Physical Geography and Geography Skills and Fieldwork	qualitative, quantitative, recording, species, temperate, tropic of Cancer, tropic of Capricorn, vegetation, vegetation belt	**Children will be able to conduct fieldwork, observing, measuring and recording their findings.** **Children will be able to analyse the data collected and present this information.**
<u>Spring</u> **My Region and the Western United States** <u>Concepts</u> Place Space Scale Human Processes Physical Processes Cultural Awareness Cultural Diversity	**<u>KS2 National Curriculum Objectives</u>** ● Pupils will study the physical geography of a region within North America, including climate zone, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle. ● Pupils will study the human geography of a region within North America, including types of settlement and land use. ● Children will use maps, atlases and globes to locate places and describe features studied. **<u>Key Questions and Geographical Skill</u>** **Where is the USA? (continents, oceans, latitude, longitude, time zones)** **Geographical Skill:** Locational Knowledge and Geography Skills and Fieldwork **What is the USA? (regions, states, cities, landmarks)** **Geographical Skill:** Locational Knowledge and Geography Skills and Fieldwork **What is the main economic activity of states in the Western United States?** **Geographical Skill:** Locational Knowledge and Human Geography **What is the water cycle?** **Geographical Skill:** Physical Geography **What are rivers?** **Geographical Skill:** Physical Geography, Geography Skills and Locational Knowledge	accumulation, aerial photograph, arctic circle, atlas, biome, capital, characteristic, city, climate, climate zone, condensation, continent, conurbation, country, county, desert, earthquake, economic activity, economy, environment, equator, fieldwork, global, gross domestic product (GDP), hemisphere, industry, infiltrate, land use landmark, latitude, locality, location, longitude, manufacturing, map, megacity, metropolis, mineral, mining, mountain range, pattern, peak, physical processes, plate tectonics, plateau, population, population	**Children will be able to identify different countries and capital cities of North America.** **Children will be able to describe the human and physical features of the Western United States including biomes climate zones, earthquakes and volcanoes.**

	What are mountains? **Geographical Skill:** Physical Geography, Geography Skills and Locational Knowledge **What are biomes and climate zones of the Western United States?** **Geographical Skill:** Physical Geography, Geography Skills and Locational Knowledge **What are volcanoes and earthquake zones of the Western United States ?** **Geographical Skill:** Physical Geography, Geography Skills and Locational Knowledge	density, precipitation, quarrying, raw materials, real estate, region, river, run off, scale, significance, summit, symbol, tectonic plates, temperate, time zone, topographical, trade, transpiration, tropic of Cancer, tropic of Capricorn, valley, variation, village, volcano, water cycle, weather	
Summer **Rivers (Fieldwork)** Concepts Place Space Physical Processes	**KS2 National Curriculum Objectives** ● Children will name and locate their geographical region, identifying physical characteristics and key topographical features including rivers. ● Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies. ● Children will use maps and digital/computer mapping to describe the features studied. **Key Questions and Geographical Knowledge** **What are rivers, and how are they formed?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge and Physical Geography **What can I learn about rivers from studying the River Trent?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge and Physical Geography **How can I collect data from a local river in my region?** **Geographical Knowledge:** Physical Geography and Geography Skills and Fieldwork **How will I present and analyse data collected from fieldwork?** **Geographical Knowledge:** Physical Geography and Geography Skills and Fieldwork	analyse, channel, confluence, course, data, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, present, quantitative, river basin, river course, silt, source, sprint, tributaries, upper course, valley	**Children will be able to identify the features of a river at each course and the specific features that can form.** **Children will conduct fieldwork gathering, recording, analysing and presenting data.**
Year 6			
Autumn	**KS2 National Curriculum Objectives**	agriculture, artificial intelligence, capture,	**Children to show a knowledge of the three main economic sectors and how**

The Economic Activity of the UK <u>Concepts</u> Place Space Scale Human Processes Environmental Impact Sustainable Development Interdependence	• Pupils will recap learning from previous units and name and locate the countries and cities of the UK and the key human and physical characteristics and topographical features. • Pupils will look into the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity, trade links and the distribution of natural resources, including energy, food, minerals and water. **<u>Key Questions and Geographical Knowledge</u>** **What are the key geographical features of the UK?** **Geographical Knowledge:** Locational Knowledge and Place Knowledge **What are the sectors of the UK economy?** **Geographical Knowledge:** Human Geography **How sustainable is agriculture in the UK?** **Geographical Knowledge:** Human Geography **How sustainable is energy generalisation in the UK?** **Geographical Knowledge:** Human Geography **How sustainable is water use in the UK?** **Geographical Knowledge: Human Geography** **How sustainable is the use of rare earth elements?** **Geographical Knowledge: Human Geography** **How sustainable is waste management in the UK?** **Geographical Knowledge: Human Geography**	chart, consumption, contaminate, controversial, desalination, disposal, drought, economy, economic activity, efficient, element, energy, environment, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hierarchy, hydrologist, import, industry, industrial land, interview, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, sustainable, source, tax, topography, urban, virtual water, waste	**each impacts the UK's economy. Children will show an understanding of the different economic activities in the United Kingdom and their sustainability.**
<u>Spring</u> **Sustainability (Fieldwork)** <u>Concepts</u> Place Interdependence Physical and Human	**<u>KS2 National Curriculum Objectives</u>** • Pupils will learn about plastics and its origins. • Pupils will explore the uses of plastic and the problems it can create. • Pupils will explore ways of reducing plastic waste at home, at school and in general. • Pupils will conduct fieldwork on school grounds to observe, measure and record how effective their school is at reducing plastic waste and to implement new ideas to improve. • Pupils will then present and evaluate the data gathered using a range of methods, including sketch maps, graphs and digital technologies.	audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic	**Children will show a knowledge of the problems associated with plastic and investigate ways to reduce plastic waste in school conducting fieldwork before recording, presenting and evaluating the collected data.**

Processes Environmental Impact Sustainable Development	**Key Questions and Geographical Knowledge** **What is plastic waste?** **Geographical Knowledge:** Human Geography and Physical Geography **What can our school do to reduce plastic waste?** **Geographical Knowledge:** Place Knowledge and Human Geography and Physical Geography **How can we plan and carry out effective ways to reduce plastic waste in school?** **Geographical Knowledge:** Human Geography and Physical Geography and Geography Skills and Fieldwork **How can we record and evaluate the effectiveness of reducing plastic waste in school?** **Geographical Knowledge:** Human Geography and Physical Geography and Geographical Skills and Fieldwork		
Summer **My Locality (In-depth study UK)** Concepts Place Space Scale Human Processes	**KS2 National Curriculum Objectives** ● Pupils will use maps and digital/computer mapping to locate settlements and interpret the features studied. ● Pupils will use the eight points of a compass, four and six-figure grid references, scale, symbols and keys to build their knowledge of their nearest large settlement. ● They will use digital maps (Digimaps for Schools) to locate, identify and describe the key geographical features, measuring distances between features. ● Children will use Digimap for Schools to explore historical maps and compare them to modern maps. ● Children will demonstrate how human and physical processes interact to influence and change landscapes. **Key Questions and Geographical Knowledge** **How can I use grid references to locate key geographical features of my locality?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge, Human Geography and Physical Geography and Geographical Skills **How can I measure the distance between local physical and human geographical features?** **Geographical Knowledge:** Locational Knowledge, Place Knowledge, Human Geography and Geographical Skills	abstract geographical features, artificial geographical features, brownfield, annotation, cardinal directions, commercial, compass, coordinates, grid code, grid reference, industrial, infrastructure, key, land use, symbols, National Grid, natural geographical features, open space, Ordnance Survey, Ordnance Survey map, recreational, residential, scale, transport, urban, visitor/tourist attraction	**Children to use Digimap for Schools to identify where the settlement is in the UK and use a key to identify the settlement's human features and land use.** **Children to show a knowledge of different scales and se four and six-figure grid references to locate key geographical features.** **Children to interpret changes in maps.**

	How has my locality changed over time? **Geographical Knowledge:** Place Knowledge and Human Geography		