

# Geography

## Whole School Progression Document



# Geography

## at Sharlston Community School

### Intent

At Sharlston Community School we are committed to providing all children with learning opportunities that will engage them in geography. We aim 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. We aim to build an awareness of how Geography shapes our lives at multiple scales and over time. A high-quality Geography curriculum should:

- Have a strong focus on developing both geographical skills and knowledge.
- Encourage critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- Support the development of fieldwork skills across each year group.
- Foster a deep interest and develop a knowledge of pupils' locality and how it differs from other areas of the world.

Our intent, at Sharlston Community School, is to offer a broad and balanced Geography curriculum, providing opportunities for our children to gain the essential knowledge, skills and understanding which will enable them to flourish and reach their full potential in life and **SHINE!** We have designed a bespoke curriculum, starting with where the children are in Sharlston and building on real experiences, interwoven with developing the key attributes embodied within our **AT SHARLSTON WE SHINE** message:

**S**how Respect -Respect ourselves, others, property and our surroundings

Intent: to develop confident, responsible and compassionate global citizens who demonstrate an appreciation of the world we live in. **As Geographers, develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.**

**H**ave ambition -Have high aspirations to succeed in life

Intent: to inspire pride, aspirations and high expectations of what can be achieved both during lesson and in the future, **and develop an awareness of the vast range of career opportunities available by studying Geography**

**I**nvolve every one -Enjoying being together, and celebrate differences

Intent: to develop kind, fair members of a multi-cultural society who can communicate effectively, celebrate diversity and uniqueness, tackle discrimination, challenge stereotypes and promote equity, **learning, in Geography, the similarities and differences between people and places in the world**

**N**ever give up -Be resilient and determined to do your very best

Intent: to develop resilient learners who persevere, take risks, are open to feedback, self-reflect and embrace challenge with a growth mindset. **In Geography, learning about resilience from the stories of communities facing natural disasters and adventurers exploring the world**

**E**njoy learning –Engage with learning new things in and out of school

Intent: to provide rich learning experiences which develop language both within and beyond the classroom, linking and recapping prior learning and motivating and engaging learners. **Ensuring children’s Cultural Capital is developed by providing opportunities for children to learn about new places and ideas.**

### Implementation of the Geography Curriculum

We believe that geography has an important place in our school curriculum. A two-year, long term rolling programme maps out the coverage of teaching and learning opportunities for children to develop and embed progressive skills that they are taught. Our curriculum is designed and planned to show progression in skills from Early Years to Upper Key Stage 2.

At Sharlston Community School we want all of our children to reach key milestones at the end of each key stage in each of the Disciplinary Concepts to learn how to ‘be’ a Geographer’ and that underpin every geography topic that we teach.

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

We have a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children’s understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions are open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in

generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge. Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible

### **Impact**

After following our carefully designed SHINE Curriculum, the impact is that by the time pupils leave Sharlston Community School they have a secure understanding of the academic content of our Geography Curriculum; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local and global community and how to endeavour to be the best that they can be. They understand the vast range of career opportunities open to them if they work hard. We aim for all of our children to leave our school respectful, skilful, ambitious and with a thirst for life and all it has to offer.

**We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.**

<b>Year 1</b>	<b>What is interesting about our local area?</b>	<b>What is the weather like in the UK?</b>	<b>What is it like to live in Shanghai?</b>
-------------------	--	--	---

<b>Year 2</b>	<b>Would you prefer to live in a hot or cold place?</b>	<b>Why is our world wonderful?</b>	<b>What is it like to live by the coast?</b>
<b>LKS2 Cycle A</b>	<b>Are all settlements the same?</b>	<b>Why do people live near volcanoes?</b>	<b>Why are rainforests important to us?</b>
<b>LKS2 Cycle B</b>	<b>Where does our food come from?</b>	<b>Who lives in Antarctica?</b>	<b>What are rivers and how are they used?</b>
<b>UKS2 Cycle A</b>	<b>Would you like to live in the desert?</b>	<b>Where does our energy come from?</b>	<b>Can I carry out independent fieldwork?</b>
<b>UKS2 Cycle B</b>	<b>Why does population change?</b>	<b>Why do oceans matter?</b>	<b>What is life like in the Alps?</b>

<b>Geography Progression EYFS</b>			
<b>Nursery</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Development Matters	To continue to develop positive attitudes about the differences between people. To talk about their experiences.	To talk about their experiences. To show interest in different occupations.	To talk about their experiences, or seen in photographs of different places.
Skill	To recall where I live To name different places I have been.	To recall where I live To name different jobs that people do in the local community.	To recall where I live To name different places I have been. To notice places by looking at photographs and talk about what I can see.
Knowledge	As Geographers, talk about their family, their house, and where they live. As Geographers learn that Sharlston is a village in Wakefield. As Geographers learn that we all live in different houses, and in different places. As Geographers, talk about where they have visited e.g. holiday, Grandma's house, the seaside, Wakefield.	As Geographers, talk about different jobs that family members do. As Geographers, talk about different jobs that people do in school. As Geographers, remember that Sharlston is a village in Wakefield. As Geographers, talk about the jobs that people do in Sharlston's community.	As Geographers, remember that Sharlston is a village in Wakefield. As Geographers, identify and name the human geographical features of Sharlston. (School, wheel, rugby club) As Geographers, identify and name the human geographical features of a seaside town. (Arcades, gift shop, fish and chip shop) As Geographers, learn that a town is usually bigger than a village.
Vocabulary	Family House Sharlston Village Different Visited	Family Sharlston Village Jobs School Teacher Police Officer Lollipop person Nurse Doctor	Sharlston Village Human geographical features Sharlston School Sharlston wheel Sharlston Rugby Club Seaside town Arcades Gift shop Fish and chip shop.
<b>Reception</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Development Matters	To talk about their experiences, or seen in photographs of different places. Understand that some places are special to members of the community. To draw information from a simple map.	To recognise some environments that are different to the ones in which they live. To draw information from a simple map.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) Explain some similarities and differences between life in this country and life in other countries, drawing on

			knowledge from stories, non-fiction texts and maps. (ELG)
Skill	<p>To identify the name of my school and the name of my home town.</p> <p>To talk about what I observe.</p> <p>To ask questions.</p> <p>To identify geographical features.</p> <p>To interpret simple maps</p> <p>To follow simple maps</p>	<p>To identify the name of my school and the name of my home town.</p> <p>To talk about what I observe</p> <p>To ask questions.</p> <p>To identify geographical features.</p> <p>To draw a simple map</p> <p>To name the country I live in</p>	<p>To identify the name of my school and the name of my home town.</p> <p>To talk about what I observe</p> <p>To ask questions.</p> <p>To identify geographical features.</p> <p>To draw a simple map</p> <p>To name the country I live in</p> <p>To talk about how there are different countries in the world.</p> <p>To draw geographical features on a map.</p>
Knowledge	<p>As Geographers, remember that Sharlston is a village in Wakefield.</p> <p>As Geographers, identify and name different types of houses.</p> <p>As Geographers, name the house type that they live in with their family.</p> <p>As Geographers, identify and name the human geographical features of Sharlston. (School, wheel, rugby club, park, post box)</p> <p>As Geographers, locate the human geographical features of Sharlston on a map.</p>	<p>As Geographers, recall the place that they live, remembering that Sharlston is a village in Wakefield.</p> <p>As Geographers, identify and name different types of houses. Identify different types of houses in London using photographs, and Google Earth.</p> <p>As Geographers, identify and name the human geographical features of Sharlston. (School, wheel, rugby club, park, post box)</p> <p>As Geographers, learn that London is the capital city of England.</p> <p>As Geographers, identify and name the human geographical features of London. (Buckingham Palace, Big Ben, Houses of Parliament)</p> <p>As Geographers, locate the human geographical features of London on a map.</p>	<p>As Geographers, remember that London is the capital city of England.</p> <p>As Geographers, identify and name the human geographical features of London. (Buckingham Palace, Big Ben, Houses of Parliament, London Eye, Tower Bridge)</p> <p>As Geographers, make comparisons between the human features of Sharlston and London.</p> <p>As Geographers, draw the human features of London on a map.</p> <p>As Geographers, learn that Africa is a continent made up of lots of countries.</p> <p>As Geographers compare an African village and city using photographs and books.</p> <p>As Geographers learn that Africa is very hot and has different weather to England.</p> <p>As Geographers, compare the climate in Africa and England and discuss the effects of a hotter climate on people's lives.</p>
Vocabulary	<p>Sharlston</p> <p>Village</p> <p>Human geographical features</p> <p>Sharlston School</p> <p>Sharlston wheel</p> <p>Sharlston Rugby Club</p> <p>Park</p> <p>Post box</p> <p>Bungalow</p> <p>Terrace House</p>	<p>Sharlston</p> <p>Village</p> <p>Human geographical features</p> <p>Sharlston School</p> <p>Sharlston wheel</p> <p>Sharlston Rugby Club</p> <p>Park</p> <p>Post box</p> <p>Bungalow</p> <p>Terrace House</p>	<p>Sharlston</p> <p>Village</p> <p>Human geographical features</p> <p>Sharlston School</p> <p>Sharlston wheel</p> <p>Sharlston Rugby Club</p> <p>Park</p> <p>Post box</p> <p>London</p> <p>Capital city</p>

	<p>Semi-detached House Detached House Map</p>	<p>Semi-detached House Detached House Map Apartment London Capital city Buckingham Palace Big Ben Houses of Parliament</p>	<p>Buckingham Palace Big Ben Houses of Parliament London Eye Tower Bridge Map Africa City Continent Hot Sunny Dry Compare Similar Different</p>
<p>Preparing for future learning in NC Year 1</p>	<p>Pupils should develop knowledge about their locality, the United Kingdom, and the world. They should understand basic subjects-specific vocabulary relating to human and physical geography and being to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>• Identify seasonal and daily weather patterns in the UK and the location of hot areas of the world.</li> <li>• Use basic geographical vocabulary to refer to human features: city, town, village, house, shop</li> <li>• Use maps and aerial plans to recognise landmarks.</li> <li>• Devise a simple map.</li> </ul>		



## Geography Progression KS1 –

Year 1	Term 1	Term 2	Term 3
Enquiry Question	What is interesting about our local area?	What is the weather like in the UK?	What is it like to live in Shanghai?
Building on prior learning in...(retrieval opportunities)	Describe their immediate environment. Building on map work and local area knowledge from EYFS	To understand some important processes and changes in the natural world around them, including the seasons. Building on season knowledge and types of weather EYFS	Building on knowledge of continents (Africa) and human/physical features of places EYFS
Key Learning	<p>I know that an aerial photograph is taken from above</p> <p>I know the name of the country and town/village they live in</p> <p>I know that the UK is short for the United Kingdom</p> <p>I know that a map is a picture of a place, usually drawn from above.</p> <p>I know that atlases give information about the world and that a map tells us information about a place</p> <p>I know that symbols are often used on maps to represent features.</p> <p>I know how to use symbols on a map.</p> <p>I know simple directional language (near, far, up, down, left, right, forwards, backwards).</p>	<p>I know the 4 countries of the UK and locate them on a map</p> <p>I know the names of the 4 seasons</p> <p>I know the name of the current season and what it is like</p> <p>I know the names of the 4 compass directions</p> <p>I know a compass is an instrument used to find which direction is north</p> <p>I know the arrow on a compass always points north</p> <p>I know that weather refers to the conditions outside at a particular time</p> <p>I know weather conditions can be measured and recorded</p> <p>I know the names of the 4 capital cities of the UK</p> <p>I know that the weather is not the same everywhere in the UK</p>	<p>I know that physical geography features are on Earth naturally.</p> <p>I know some human and physical geography features around Sharlston School.</p> <p>I know that Europe and Asia are 2 continents.</p> <p>I know that a continent is made up of lots of countries.</p> <p>I know the UK is in Europe.</p> <p>I know that China is in Asia.</p> <p>I know some physical and human geography features of China.</p> <p>I know some human and physical features of Shanghai.</p> <p>I know some features that are different and the same in Sharlston and Shanghai.</p> <p><b>Disciplinary Knowledge</b></p> <p>Fieldwork:</p> <p>I know how to draw free hand maps and use simple pictures and symbols.</p> <p>I know how to draw simple sketch maps of my local area and use pictures, colours and symbols to represent different features.</p>
Vocabulary	<b>compare, different, similar, continent, human feature, physical feature, natural, man-made</b>		

Prepares for future learning in...	Prepares for learning in year 2 – Would you prefer to live in a hot or cold place?	Prepares for learning in year 2 – Why is our world wonderful?	Prepares for learning in year 2 – What is it like to live by the coast?
<b>Year 2</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Enquiry Question	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?
Building on prior learning in...(retrieval opportunities)	Building on continent knowledge from year 1 -knowing about the continents Europe, Africa and Asia. Building on map work EYFS/year1	Building on UK countries knowledge from year 1 and extending this knowledge to learn about their capital cities. Identifying features and characteristics of the UK.	Building on knowledge about the UK (countries, cities and surrounding seas. Building on knowledge about human and physical features of different places and comparing them (EYFS/year1) (Shanghai/Sharlston).
Key Learning	<p>I know the name of the 7 continents of the world.</p> <p>I know that a continent is a large area of land made up of different countries.</p> <p>I know the location of the north and south pole on a world map.</p> <p>I know the North Pole is the northernmost point of the Earth.</p> <p>I know the South Pole is the southernmost point of the Earth.</p> <p>I know the equator is an imaginary line around the middle of the Earth.</p> <p>I know that, because it is the widest part of the Earth, the equator is closer to the sun than the North and South Poles.</p> <p>I know that a globe is a spherical model of the Earth.</p> <p>I know world maps represent a flattened globe.</p> <p>I know that Kenya is a country in Africa and it is on the Equator.</p> <p>I know similarities and differences between my local area and a contrasting location (Kenya)</p>	<p>I know and can locate the 4 capital cities of the UK.</p> <p>I know a capital city is where a country's government is located.</p> <p>I know some characteristics of the capital cities of the UK.</p> <p>I know and can locate the 7 continents on a world map.</p> <p>I know some human and physical geography features and can locate them on a world map.</p> <p>I know the names of the 5 oceans and can locate them on a world map.</p> <p>I know the difference between an ocean and a sea.</p> <p><b>Disciplinary Knowledge</b></p> <p>Fieldwork:</p> <p>I know maps need a key to explain what the symbols and colours represent.</p> <p>I know that maps need a title and purpose.</p> <p>I know that a tally is a way of collecting data quickly.</p>	<p>I know a sea is a body of water that is smaller than an ocean.</p> <p>I know the 4 bodies of water surrounding the UK.</p> <p>I know some physical geography features of the coast.</p> <p>I know the coast is the land along a sea or ocean.</p> <p>I know that coasts can change over time.</p> <p>I know some human geography features of the coast.</p> <p><b>Disciplinary Knowledge</b></p> <p><b>Fieldwork:</b></p> <p>I know that tally charts can be used to collect data.</p> <p>I know that fieldwork can help me find out how people use the coast.</p> <p>I know how to use pictograms to represent data and fieldwork.</p>

	<p>I know weather a physical geography feature.</p> <p><b>Disciplinary Knowledge</b> Fieldwork: I know how to investigate daily weather patterns in the UK I know simple compass directions. I know similarities and difference in the human and physical features of UK and Kenya.</p>	<p>I know how to use simple fieldwork to study the surrounding area. I know how to use bar charts to represent data from fieldwork.</p>	
Vocabulary	<p><b>Climate, continent, compass, weather, country, temperature equator, globe, ocean, polar, rural, urban, vegetation, temperate, tropical, thermometer</b></p>	<p><b>aerial view, continent, capital city, physical feature, human feature, map, symbol, key landmark, river, fieldwork, OS map, scale, sample, data collection, tally chart</b></p>	<p><b>country, fieldwork, city, village, town, sea coast, bay, harbour, pier, cliff, coastline, island, ocean, tourist</b></p>
Prepares for future learning in...	<p>Prepares for learning in LKS2 – Are all settlements the same?</p>	<p>Prepares for learning in LKS2 – Why do people live near volcanoes?</p>	<p>Prepares for learning in LKS2 – Why are rainforests important to us?</p>

<b>Geography Progression LKS2</b>			
<b>Cycle A</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Enquiry Question	<b>Are all settlements the same?</b>	<b>Why do people live near volcanoes?</b>	<b>Why are rainforests important to us?</b>
Building on prior learning in...(retrieval opportunities)	Building on map knowledge, aerial photograph and key knowledge from year 1. Building on knowledge about human and physical features from year 2. Building on knowledge about climate zones and different places around the world. Building on knowledge from year 2 about how land is used and settlements (coasts)	Building on respecting different cultures (EYFS), settlement knowledge and what it is like to live there. Building knowledge about human and physical features of places and making comparisons. Building on knowledge about how humans interact with certain environments (coasts year 2)	Building on knowledge about bodies of water – oceans and seas and their locations around the world. Building on map work/atlas knowledge and skills and climate zones.
Key Learning	<p>I know what a settlement is.</p> <p>I know how to describe different types of settlements.</p> <p>I know how to locate some cities in the UK.</p> <p>I know different types of settlements and I can list them,</p> <p>I know how to identify settlements on aerial photographs and OS maps.</p> <p>I know how land is used in my local area.</p> <p>I know how to identify human and physical features in the local area.</p> <p>I know how to recognise features on an OS map.</p> <p>I know how to create a simple key to show land use on a map/</p> <p>I know how to use a compasses direction to describe the location of features on a map.</p> <p>I know how to explain the location of features in my local area.</p> <p>I know why certain physical and human features are in particular locations.</p> <p>I know how to follow a route on a map.</p>	<p>I know how the earth is constructed.</p> <p>I know the names of the layers of the Earth and I can describe them.</p> <p>I know the correct order of the four layers of the Earth.</p> <p>I know facts about each layer of the earth.</p> <p>I know what a tectonic plate is.</p> <p>I know where mountains are formed.</p> <p>I know mountains are formed by tectonic plates.</p> <p>I know that most mountains are found near plate boundaries.</p> <p>I know names of mountain ranges and I know which continent they are in.</p> <p>I know where volcanoes are and why we have them.</p> <p>I know why volcanoes happen and where they occur.</p> <p>I know how volcanoes form.</p> <p>I know how to describe a volcanoes</p>	<p>To describe and give examples of a biome and find the location and some features of the Amazon rainforest</p> <p>I know how to describe a biome and give some examples.</p> <p>I know how to use an atlas to find the location of the Amazon rainforest.</p> <p>I know how to use photographs and maps to list some features of the Amazon rainforest.</p> <p>To describe the characteristics of each layer of a tropical rainforest.</p> <p>I know the names of the four layers of a tropical rainforest.</p> <p>I know how to describe the characteristics of each layer.</p> <p>I know how to describe how vegetation has adapted to living in a rainforest.</p> <p>I know how to understand the lives of indigenous peoples living in the Amazon rainforest.</p> <p>I know how to define the word indigenous.</p>

<p>I know how to suggest reasons for the location of the features.</p> <p>I know how my local area has changed over time. I know how to use maps from the past and present and compare how land use has changed. I know how to locate some of the geographical regions of the UK. I know how to identify how land use in my local area has changed. I can discuss why land use may have changed. I know how land is used in New Delhi and we can compare it with our local area. I know how to identify land use in New Delhi. I know how to describe New Delhi's location. I know how to recognise human and physical features in New Delhi. I know how to locate features on a map. I know how to compare land use in two different locations by its physical and human features. I know similarities and differences between features in New Delhi and my local area. I know how to describe the ways settlements and land use can be different.</p> <p><b>Disciplinary Knowledge</b> Fieldwork: I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods. I know how to take photos of human and physical features identified on a map. I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>features. I know how to classify a volcano.</p> <p>I know the effects of a volcanic eruption. I know the positive and negative effects of living near a volcano. I know why people live near volcanoes.</p> <p>I know what earthquakes are and where we get them. I know how to explain what an earthquake is and where they occur. I know how to describe where earthquakes happen. I know the negative effects of earthquakes.</p> <p><b>Disciplinary Knowledge</b> Fieldwork: I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>I know how to give examples of how indigenous peoples use the Amazon's resources. I know how the Amazon rainforest changes over time.</p> <p>I know how to describe why tropical rainforests are important and understand the threats to the Amazon.</p> <p>I know why tropical rainforests are important.</p> <p>I know how humans harm the Amazon rainforest.</p> <p>I know what we can do to make positive environmental changes to the Amazon rainforest.</p> <p><b>Disciplinary Knowledge</b> Fieldwork: I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods. I know how to use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p>
---	--	--

Vocabulary	land use, region, settlement, local, agricultural land, commercial land, county, facilities, recreational land, residential land, region	active, dormant, composite, crust, mantle, inner core, magma, outer core, epicentre, fault line, tectonic plate, erupt	water cycle, evaporation, precipitation, source, evaporation, transpiration, condensation, irrigation, delta, floodplain
Prepares for future learning in...	Prepares for future learning in LKS2 – Where does our food come from?	Prepares for future learning in LKS2 – Who lives in Antarctica?	Prepares for future learning in LKS2 – What are rivers and why are they used?
<b>Cycle B</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Enquiry Question	Where does our food come from?	Who lives in Antarctica?	What are rivers and how are they used?
Building on prior learning in...(retrieval opportunities)		Building on knowledge what it is like to live in different places local area (EYFS/year 1 Shanghai/year 2 living by the coast	Building on knowledge what it is like to live in different places local area (EYFS/year 1 Shanghai/year 2 living by the coast/LKS2 Antartica
Key Learning	<p>I know how to explain the impact of food choices on the environment</p> <p>I know why certain food grow in certain biomes</p> <p>I know how to explain ways in which food choices can harm the environment</p> <p>I know how to describe how to make small changes to a diet to help fight climate change</p> <p>I know the importance of trading responsibly</p> <p>I know that trading responsibly supports equality</p> <p>I know how to explain some advantages and disadvantages of importing food</p> <p>I know how to describe the journey of cocoa beans</p> <p>I know that there are different opinions on importing products</p> <p>I know how to describe the process from cocoa bean to chocolate</p> <p>I know how to map and calculate the distance food has travelled</p> <p>I know how to label countries on a world map using an atlas.</p>	<p>I know how to understand the position and significance of lines of latitude.</p> <p>I know how to identify significant lines of latitude.</p> <p>I know how to explain why we have different seasons in each hemisphere.</p> <p>I know how to describe the global climate zones</p> <p>I know how to describe the location and physical features of Antarctica.</p> <p>I know how to describe the weather and landscape in Antarctica.</p> <p>I know how to use an atlas and globe to locate Antarctica.</p> <p>I know how to describe the physical features of Antarctica.</p> <p>I know how to describe the human features of Antarctica.</p> <p>I know who visits and lives in Antarctica.</p> <p>I know how to explain how people adapt to life in a polar climate.</p>	<p>I know how to describe how the water cycle works. I can identify the different ways water is stored.</p> <p>I know how to explain the different ways water moves.</p> <p>I know how to explain how water is recycled.</p> <p>I know how to recognise the features and courses of a river.</p> <p>I know where a river starts and ends.</p> <p>I how to describe the three courses of a river.</p> <p>I know how to name the features of a river.</p> <p>I know how to name and locate some of the world's longest rivers.</p> <p>I know how to locate rivers on a world map.</p> <p>I know how to create a key on a map.</p> <p>I know how to name some of the world's longest rivers.</p> <p>I know how to name which continents the longest rivers are in.</p> <p>I know how to describe how rivers are used. I can explain the ways rivers are used.</p>

		<p>I how to describe what research is done in Antarctica.</p> <p>I know how to use four-figure grid references to plot Shackleton's route to Antarctica</p> <p>I know how to explain who Shackleton was and describe his expedition.</p> <p>I know how to use four-figure grid references to plot a route.</p> <p>I know similarities and differences between Antarctica and the UK.</p> <p>I know how to plan a simple route on a map using compass points.</p> <p>I know how to zoom in and out of a digital map.</p> <p>I know how to give instructions using the points of a compass.</p> <p>I know how to identify human and physical features on a map.</p> <p>I know how to follow instructions involving compass points and map a simple route.</p> <p>I am beginning to know how to follow instructions using the eight points of a compass.</p> <p>I know how to map the route taken on a map.</p> <p>I know how to evaluate my expedition.</p>	<p>I know how to describe how rivers are important to the natural environment.</p> <p>I know how to list the challenges that can occur with rivers.</p> <p>I know how to identify and locate human and physical features on a map.</p> <p>I know where the river starts and ends.</p> <p>I know how to describe the features I expect to see during fieldwork.</p> <p>I know how to use grid references to describe the location of features.</p> <p>I know how to collect data on the features of a local river.</p> <p>I know how to identify the features of a river.</p> <p>I know how to judge the quality of the environment using a Likert scale.</p> <p>I know how to make suggestions about how to improve the river environment.</p>
--	--	---	--

<b>Geography Progression UKS2</b>			
<b>Cycle A</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Enquiry Question</b>	<b>Would you like to live in the desert?</b>	<b>Where does our energy come from?</b>	<b>Can I carry out independent fieldwork?</b>
Building on prior learning in...(retrieval opportunities)	Building on knowledge about human and physical features of different places and making comparisons (Sharlston/UK/China, New Delhi, Asia/Kenya, Africa). Building on map work skills and knowledge. Building on longitude and latitude knowledge and how this links to climate (LKS2) Building on knowledge about how humans interact with the environment and the positive and negative impact this can have (rainforests/coasts)	Building on knowledge about weather in different parts of the world (KS1). Building on knowledge about UK cities/map work and how to compare similarities and differences between two places (Sharlston/UK/China, New Delhi, Asia/Kenya, Africa)	Building on knowledge of how to draw simple maps, collecting data in KS1. Building on knowledge of how to use fieldwork to observe, measure, record and present the human and physical features in the local area (LKS2). Building on knowledge about how humans interact with the local environment and the impact this can have (positive and negative) (rivers, rainforests, coasts, weather)
<b>Key Learning</b>	<p>I know the characteristics of a desert biome</p> <p>I know that a biome is a large, naturally occurring community of flora and fauna occupying a major habitat, e.g., a forest or tundra.</p> <p>I know the latitude of hot desert biomes (Tropics of Cancer and Capricorn).</p> <p>I know the largest desert in each continent</p> <p style="padding-left: 40px;">I know that the Mojave Desert spans California, Nevada, Utah and Arizona.</p> <p>I know it is located in the United States in the continent of North America.</p> <p>I know its physical features include mountains, nature reserves, seas and national parks.</p> <p>I know the human features include campsites, settlements, airfields and historic buildings and famous cities like Las Vegas.</p> <p>I know that Death Valley is a valley in the Mojave Desert</p> <p>I know how to describe the origins of Death Valley</p> <p style="padding-left: 40px;">I know how to explain the different ways humans can use deserts</p>	<p>I know what we use energy for.</p> <p>I know different sources of energy.</p> <p>I know how to map significant energy trading routes.</p> <p>I know the difference between renewable and non-renewable energy sources.</p> <p>I know the benefits and drawbacks of an energy source.</p> <p>I know what to consider when deciding which energy source to use.</p> <p>I know how locate cities in the UK.</p> <p>I know how to use grid references on an OS map to locate human and physical features.</p> <p>I know how to describe similarities and differences between two areas.</p> <p><b>Disciplinary Knowledge</b></p> <p>Fieldwork:</p> <p>I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>I know how to explore changes and issues occurring in my local area</p> <p>I know how to determine my initial understanding of a local issue</p> <p>I know how to identify what I want to find out about a local issue</p> <p>I know how to determine the most effective data collection methods for fieldwork</p> <p>I know how to identify what data needs collecting to answer the enquiry question</p> <p>I know how to justify my ideas</p> <p>I know how to design a data collection method</p> <p>I know how to plan a route for a fieldwork trip</p> <p>I know how to plot points on the route where data will be collected</p> <p>I know how to identify risks</p> <p>I know how to collect data to answer the enquiry questions</p> <p>I know how to follow a route on an OS map</p> <p>I know how to record data using a variety of methods</p>



	<p>I know that the most significant line of longitude is the Prime/Greenwich Meridian and all other time zones are based on this line of longitude, which runs through Greenwich in London.</p> <p>I know humans can impact negatively on deserts (deforestation, renewable energy, farming and overgrazing).</p> <p>I know environmental threats to deserts include droughts, flash flooding, extreme temperatures and desertification.</p> <p>I know how to explore the similarities and differences between two physical environments</p> <p>I know how to identify the differences between two biomes.</p> <p>I know how to justify how one place may be more hospitable than the other.</p> <p><b>Disciplinary Knowledge</b> Fieldwork: I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>I know how to determine an answer to the enquiry question</p> <p>I know how to examine the data collected and draw conclusions about what the data shows</p> <p>I know how to present my findings</p> <p><b>Disciplinary Knowledge</b> Fieldwork: I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>
Skills as a Geographer	<p>Location Knowledge</p> <ul style="list-style-type: none"> <li>• Locating more countries in Europe and North and South America using maps.</li> <li>• Locating major cities of the countries studied. Locating key physical features in countries studied on a map .</li> <li>• Locating key human features in countries studied. Identifying significant environmental regions on a map.</li> <li>• Using maps to show the distribution of the world’s climate zones, biomes and vegetation belts</li> </ul>		
Vocabulary	<p><b>Prime meridian, producer, replenish, renewable, non-renewable, regenerate, energy source, emissions, contour lines</b></p>		

Prepares for future learning in...			
<b>Cycle B</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Enquiry Question	<b>Why does population change?</b>	<b>Why do oceans matter?</b>	<b>What is life like in the Alps?</b>
Building on prior learning in...(retrieval opportunities)	Building on knowledge from KS1 about why our world is wonderful. Building on knowledge from LKS2 about settlements/equator/climate change. Building on continent knowledge and knowledge about many countries and cities in Europe.	Building on knowledge about seas (year 2) water cycle knowledge and its importance in the world (LKS2). Building on knowledge about human and physical geography and how humans interact with the environment and the positive and negative outcomes this can cause.	Building on knowledge about human and physical features of different places and making comparisons (Sharlston/UK/China, New Delhi, Asia/Kenya, Africa). Building on map work skills and knowledge. Building on longitude and latitude knowledge and how this links to climate (LKS2) Building on knowledge about how humans interact with the environment and the positive and negative impact this can have (rainforests/coasts/population/oceans)
Key Learning	<p>I know how to understand the change and distribution of global population</p> <p>I know how to define global population distribution and can describe how and why it has changed</p> <p>I know why people may choose to live in a particular environment</p> <p>I know how to define birth and death rates and describe why they change</p> <p>I know how to describe what influences birth and death rates</p> <p>I how to recognise and describe the push and pull factors influencing migration</p> <p>I know how to define migration</p> <p>I know how to explain that some migration is involuntary</p>	<p>I know why oceans are important and why they are important to our planet</p> <p>I know how to describe the ocean's place in the water cycle</p> <p>I know how the ocean is used for trading</p> <p>I know how to locate and describe the significance of the Great Barrier Reef</p> <p>I know the location of the Great Barrier Reef</p> <p>I know how to discuss the benefits of coral reefs and begin to understand the threats to them</p> <p>I know the impact humans have on coral reefs</p> <p>I know how to use and interpret thematic maps about coral reefs</p>	<p>I know how to locate the alps on a map</p> <p>I know how to locate and label the seven continents</p> <p>I can locate the Alps on a world map and a map of Europe</p> <p>I can locate the eight countries the Alps are in</p> <p>I know how to locate key physical and human characteristics of the Alps</p> <p>I know how to use an atlas to locate and describe features</p> <p>I know how describe the physical and human features of an Alpine region.</p> <p>I know how to research the human and physical geography of an Alpine region.</p> <p>I know how to identify the region's climate zone, biome and vegetation.</p>

	<p>To know which factors are considered before people build settlements. To know the name of many countries and major cities in Europe and North and South America.</p> <p>To know the name of many counties in the UK</p> <p>I know the impact climate change can have on global population I know why climate change is happening I know how to describe the impact of climate change on the population I know how to suggest ways to combat climate change at local level I know how to collect data showing how population impacts the amount of traffic and litter in an area I know how to follow a pre-prepared route on an OS map. I know how to use a range of data collection methods. I know how to collect both quantitative and qualitative data. I know how to write a report on the fieldwork process, analyse findings and make suggestions to improve a situation. I know how to use digital technologies to map data collected. I know how to analyse and compare two different data sets. I know how to suggest improvements in response to conclusions drawn.</p> <p><b>Disciplinary Knowledge</b> Fieldwork: I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>I know how human activity is changing our marine environments I know how humans will be impacted by changing ocean conditions</p> <p>I know ways to keep our oceans healthy I know ways to support our ocean</p> <p><b>Disciplinary Knowledge</b> Fieldwork: I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>I know how to describe land use in the region. I know how to investigate what there is to do in the local area using data collection I know how to draw symbols to map recreational land use in the local area I know how to use an OS map to recognise physical and human features in the area</p> <p>I know the similarities and differences between the local area and Alpine area I know how to compare human and physical geography of the local area and an Alpine area I know the similarities and differences between the two areas</p> <p>I know the human and physical geography of the Alps I know how to describe key aspects of Alps' human and physical geography</p> <p><b>Disciplinary Knowledge</b> Fieldwork: I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>
--	---	--	---

	I know how to use fieldworks to observe, measure, record and present the human and physical features in the local area using a range of methods.		
Skills as a Geographer			
Vocabulary			
Prepares for future learning in...			