

Geography Knowledge and Skills Progression Map (Cycle B) – St Mary’s Primary School

Class 4 Year 5/6			
	Autumn 1	Autumn 2	Spring 2
Focus	Local Geography (Fair Trade)	Local Geography (UK focus/fieldwork)	Local Geography (Blackpool)/Fieldwork
Topic	Please Sir, Can I Have Some More?	War of the Worlds	A Stitch in Time
National Curriculum	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Concepts	Raw Materials, Goods and Trade Space Place	Environments Space Place Environment	Environments Settlements and Land Use Landforms Space Place Earth Systems Environment
Key Vocabulary	Trade, import, export, Import, export, key, Export, import, El Salvador, Trading, fair trade, Fairtrade, Globalisation, brand, multinational company, Supply, Trade, Tudor, Victorian, British Empire.	Atlas, index, co-ordinates, latitude, longitude, Key, symbol, Ordnance Survey, Compass, north, south, east, west, north east, south east, south west, north west, Co-ordinates, grid reference, easting, Northing, Silva compass, Past, present, similarities, differences.	Sketch map, aerial view, feature, annotation, landmark, distance, Key, symbol, Cartographer, scale, Land use, urban, rural, population, Agriculture, forestry, protected land, coastal, freshwater.
Prior Knowledge (previous year groups)	Year 1- Hot and Cold Places – continents, oceans, countries on/near the equator, human and physical geography Year 1- Down in the Jungle - continents, oceans, countries on/near the equator, habitats (similarities and differences), human and physical geography Year 1- Down by the Cool of the Pool - human and physical geography Year 2- Seasonal Changes – seasons, local area, weather patterns Year 2- African Explorers – continents, oceans, hot places, equator, human and physical geography Year 2- Ramblers – local area, human and physical geography, comparing local area and another UK area to compare and contrast Year 3- Globe Trotters – contrasting areas in Europe Year 3- Hide and Seek – contrasting area/s within the UK (Lake District) Year 4- Where are we? – human and physical features within the local area (Preston) Year 4- Mexican Madness – climate comparison (Mexico), import/export Year 4- Turn That Tap Off! – water cycle/pollution/water treatment		
Key Knowledge	Explain why countries need to import/export Explain the meaning of Fair Trade and what it is	Identify physical features on a map Identify what a symbol means by using a key	Identify a variety of weather patterns Identify how an area/s have changed over time

	<p>Identify some Fair Trade products that are available</p> <p>Identify positive and negatives of Fair Trade on local and international economies</p> <p>Explain the term globalisation</p> <p>Identify reasons why Fair Trade is important (locally and internationally)</p> <p>Identify issues with Fair Trade</p>	<p>Identify similarities/differences between 2 maps of the same area (different time periods)</p> <p>Explain why a symbol has been used to represent a place on a map</p> <p>Explain why differences can be seen between 2 maps of the same location (different time periods)</p>	<p>Describe how physical, chemical and biological weathering can change rocks (coastal areas)</p> <p>Identify a variety of coastal towns/cities</p> <p>Explain how the landscape has changed over time</p> <p>Explain how erosion and deposition can affect a coastal area</p> <p>Discuss how the coastal areas/land might look in the future</p>
Fieldwork Opportunities	Use atlas/maps to locate countries (World)	Atlas/map/OS map work Grid references	Use atlas/globe/maps to locate coastal areas Identify differences and similarities between areas of the UK over time Use (and produce) a variety of maps using different scales, demonstrating the changes that have occurred over time
Key Skills	Use an atlas accurately and efficiently Researching imports/exports of the UK Identify climates of UK and other countries who support/use Fair Trade goods Identify profit/expenses of Fair Trade	Use atlas/maps to locate an area/s within the UK Use a 4 and 6 figure grid reference to find a location Find a place/area using simple coordinates Give a 4 figure grid reference for a location	Use an atlas accurately and efficiently Use a key on a map Sketch and annotate a map of an area Sketch maps using different scales
Sequence of lessons	<ol style="list-style-type: none"> Understand what trade is and what the UK trades Understand who the UK trades goods with and why Explain what trade links are and what the trades links are between the UK and other countries Understand the meaning of Fair Trade and how it affects farmers/growers Explain what the global supply chain is and its importance Understand how trading has changed over time 	<ol style="list-style-type: none"> Using an atlas find a variety of countries around the world, cities/landmarks on a UK map find information out using an atlas' contents page/index/grid references Understand and identify symbols using an OS map Use a compass to describe the route on a map Understand and use a 6 figure grid reference to locate a place/area on a map Plan a journey using 6 figure grid references/8 point compass using a map Describe how the land has changed over time in the same area, giving reasons for this 	<ol style="list-style-type: none"> Explain how weather and water can change an area over time Identify coastal features using OS maps, as well as coastal/seaside town locations on a map Identify how coastal areas are formed and what those features are Identify how coastal land/country boundaries have changed over time Explain how and why coastal landscapes have changed over time (Blackpool) Make predictions of what the coastal towns may look like in the future and the features that they may have
End of unit goal/s. Suggested Assessment Task	Information leaflet about Fair Trade Debate about why Fair Trade is important	Create their own orienteering session Create their own maps and routes for made-up places	Create a series of maps (including keys) to demonstrate the coastal areas in the future

			Create an information leaflet on the changes of the local seaside resort Blackpool/Fylde Coast)
Suggestions for Greater Depth Learning	Further research and presentation of Fair Trade goods Write a persuasive letter to local companies encouraging them to use Fair Trade goods/products/buy from Fair Trade companies	Join the Scouts/Guides Research the work/history of the Scouts/Guides	Research extreme weather and its impact on areas Research other seaside resorts, their coast lines and the changes they have been through over time
Enrichment Opportunities	Fundraising selling Fair Trade Goods in school Write to a Fair Trade Company	Forest School Day/s Orienteering session/s Scout/Guide Leader visit	Visit to the seaside (Blackpool) Research the history of Blackpool
Links to Future Learning	Year 5- Please Sir, Can I have Some More? – Fair Trade Year 6- War of the Worlds – location of cities within the UK, human and physical geography Year 6- Fair is Fair – Fair Trade around the world Year 6- Oh Romeo, Romeo... - mapping and fieldwork in the local area Year 6- A Stitch in Time – fieldwork of seaside towns and cities within the UK		