

Geography Knowledge and Skills Progression Map (Cycle A) – St Mary's Primary School

Class 4 Year 5/6			
	Autumn 1	Autumn 2	Spring 2
Focus	World Geography (Amazon)	World Geography (Fair Trade)	Fieldwork
Topic	Lost!	Fair is Fair	Oh Romeo, Romeo...
BIG Question	How amazing is the Amazon?	How can we trade fairly around the world?	What can we do about litter in Preston?
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>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, 	<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</p> <p>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 	<p>Geographical skills and fieldwork</p> <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.

	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> 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>Geographical skills and fieldwork</p> <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 	<p>natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Concepts	<p>Environments Settlements and Land Use Space Place Environment</p>	<p>Raw Materials, Goods and Trade Space Environment</p>	<p>Environments Environment</p>
Key Vocabulary	<p>Rainforest, temperate, tropical, boreal, deciduous, coniferous, Climate, tropics, tropical, forecast, Forest floor, understory layer, canopy layer, emergent layer, Forest floor, understory layer, canopy layer, emergent layer, habitat, diet, Amazon rainforest, Sherwood Forest, Amazon river, species, natives, tribes, woodland, heathland, 'thyng' site, Deforestation, soil erosion, impact.</p>	<p>Trade, import, export, Import, export, key, Export, import, El Salvador, Trading, fair trade, Fairtrade, Globalisation, brand, multinational company, Supply, Trade, Tudor, Victorian, British Empire.</p>	<p>Sketch map, aerial view, feature, annotation, landmark, distance, Key, symbol, Cartographer, scale, Land use, urban, rural, population, Agriculture, forestry, protected land, coastal, freshwater, data, handling, collecting, statistics, information, group, sort, mean, median, mode, range, frequency, average.</p>
Prior Knowledge (previous year groups)	<p>Year 1- Hot and Cold Places – continents, oceans, countries on/near the equator, human and physical geography</p> <p>Year 1- Down in the Jungle - continents, oceans, countries on/near the equator, habitats (similarities and differences), human and physical geography</p> <p>Year 1- Down by the Cool of the Pool - human and physical geography</p>		

	<p>Year 2- Seasonal Changes – seasons, local area, weather patterns</p> <p>Year 2- African Explorers – continents, oceans, hot places, equator, human and physical geography</p> <p>Year 2- Ramblers – local area, human and physical geography, comparing local area and another UK area to compare and contrast</p> <p>Year 3- Globe Trotters – contrasting areas in Europe</p> <p>Year 3- Hide and Seek – contrasting area/s within the UK (Lake District)</p> <p>Year 4- Where are we? – human and physical features within the local area (Preston)</p> <p>Year 4- Mexican Madness – climate comparison (Mexico), import/export</p> <p>Year 4- Turn That Tap Off! – water cycle/pollution/water treatment</p>		
Key Knowledge	<p>Location of the Amazon Rainforest</p> <p>Names of continents and oceans around the world</p> <p>The location of the equator and tropics and the significance of those in relation to rainforests around the world</p> <p>Human and Physical geography of rainforests</p> <p>Changes that are occurring</p>	<p>Explain why countries need to import/export</p> <p>Explain the meaning of Fair Trade and what it is</p> <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 major landmarks in the UK</p> <p>List land uses of urban and rural areas</p> <p>Identify rural and urban areas in the UK</p> <p>Explain why certain areas are suited to specific farming techniques</p> <p>Identify how an area/s have changed over time</p>
Fieldwork Opportunities	<p>Use atlas/globe/maps to locate countries (World)</p> <p>Identify human and physical features</p>	<p>Use atlas/maps to locate countries (World)</p>	<p>Use atlas/globe/maps to locate areas</p> <p>Identify differences and similarities between areas of the UK over time</p> <p>Use (and produce) a variety of maps using different scales</p>
Key Skills	<p>Use an atlas accurately and efficiently</p> <p>Identify human and physical features</p> <p>Identify countries surrounding the Amazon Rainforest</p>	<p>Use an atlas accurately and efficiently</p> <p>Researching imports/exports of the UK</p> <p>Identify climates of UK and other countries who support/use Fair Trade goods</p> <p>Identify profit/expenses of Fair Trade</p>	<p>Use an atlas accurately and efficiently</p> <p>Use a key on a map</p> <p>Sketch and annotate a map of an area</p> <p>Sketch maps using different scales</p>
Sequence of lessons	<ol style="list-style-type: none"> 1. Locate rainforests on a world map; including equator and tropics 2. Identify human and physical features of a rainforest (tropical climate), including climate zones and biomes. 3. Understand the layers of a rainforest and the impact on the biome as a whole 4. Understand life that lives in the rainforest 5. Compare and contrast the Amazon Rainforest to one in the UK 	<ol style="list-style-type: none"> 1. Understand what trade is and what the UK trades 2. Understand who the UK trades goods with and why 3. Explain what trade links are and what the trades links are between the UK and other countries 4. Understand the meaning of Fair Trade and how it affects farmers/growers 5. Explain what the global supply chain is and its importance 	<ol style="list-style-type: none"> 1. Use an atlas to identify countries around the world, including cities in the UK, using co-ordinates to locate information 2. Use an Ordnance Survey map to describe an area and its features (including work on map scales) 3. Use a compass (8 point) to describe a route 4. To use grid references to locate places on a map

	6. Understand the effect humans are having on the rainforest	6. Understand how trading has changed over time	5. Data handling- collection of data relating to litter 6. Use a map to plan a route, including identifying how the land in an area is used and has changed over time
End of unit goal/s. Suggested Assessment Task	Information leaflet about Amazon Rainforest Persuasive leaflet/letter to stop deforestation	Information leaflet about Fair Trade Debate about why Fair Trade is important	Create a series of maps (including keys) to demonstrate the changes in land use of the UK over time Data Handling relating to litter, including presentation of data and interpretation of results
Suggestions for Greater Depth Learning	Further research on protecting rainforests Fundraising to protect/sponsor an animal in the rainforest	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	Research farming techniques around the world and identify similarities and different between them
Support for children with SEND *This is dependent upon additional need of the child*	Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops Teacher/Teaching Assistant group work Adult to scribe ideas for child Additional processing time Over-Learning (repetition) Peer support- partner to support with writing/scribing/developing ideas Word bank available Talking Tin/iPad available to record ideas Pre-teach vocabulary Coloured Overlays/resources on coloured paper Larger fonts of text Limited amount of text on pages Knowledge Organisers (also to be sent home) Mind maps/ Knowledge Trees Reduced amount of written work Working Wall prompts Sentence openers/sentence stems- scaffolded sentence writing from peer/adult	Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops Teacher/Teaching Assistant group work Adult to scribe ideas for child Additional processing time Over-Learning (repetition) Peer support- partner to support with writing/scribing/developing ideas Word bank available Talking Tin/iPad available to record ideas Pre-teach vocabulary Coloured Overlays/resources on coloured paper Larger fonts of text Limited amount of text on pages Knowledge Organisers (also to be sent home) Mind maps/ Knowledge Trees Reduced amount of written work Working Wall prompts Sentence openers/sentence stems- scaffolded sentence writing from peer/adult	Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops Teacher/Teaching Assistant group work Adult to scribe ideas for child Additional processing time Over-Learning (repetition) Peer support- partner to support with writing/scribing/developing ideas Word bank available Talking Tin/iPad available to record ideas Pre-teach vocabulary Coloured Overlays/resources on coloured paper Larger fonts of text Limited amount of text on pages Knowledge Organisers (also to be sent home) Mind maps/ Knowledge Trees Reduced amount of written work Working Wall prompts Sentence openers/sentence stems- scaffolded sentence writing from peer/adult

	Brain-breaks when necessary	Brain-breaks when necessary	Brain-breaks when necessary
Enrichment Opportunities	Visit to the zoo/zoologist Forest School Day/s Orienteering session	Fundraising selling Fair Trade Goods in school Write to a Fair Trade Company	Visit a farm Forest School Day/s Orienteering session/s
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		