

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

Class 4 Year 5/6			
	Autumn 1	Spring 1	Summer 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
BIG Question	Is the land used in the same way around the world?	Is the UK the same or different all over the country?	What's it like to live near the coast?
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 	<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 	<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

	<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 	<p>natural resources including energy, food, minerals and water</p>	<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 • 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	<p>Raw Materials, Goods and Trade</p> <p>Space Place</p>	<p>Environments</p> <p>Space Place Environment</p>	<p>Environments</p> <p>Settlements and Land Use</p> <p>Landforms</p> <p>Space Place Earth Systems Environment</p>
Key Vocabulary	<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>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.</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.</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>Identify how land has changed over time</p> <p>Identify how land use has changed over time</p> <p>Identify similarities and differences of an area in the local area and a contrasting area</p> <p>Understand how maps are created and how they are similar and different</p> <p>Identify changes in urban and rural areas</p>	<p>Identify physical features on a map</p> <p>Identify what a symbol means by using a key</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>Identify a variety of weather patterns</p> <p>Identify how an area/s have changed over time</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)	<p>Atlas/map/OS map work</p> <p>Grid references</p>	<p>Use atlas/globe/maps to locate coastal 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, demonstrating the changes that have occurred over time</p>
Key Skills	<p>Use an atlas accurately and efficiently</p> <p>Researching imports/exports of the UK</p> <p>Identify climates of UK and other countries</p>	<p>Use atlas/maps to locate an area/s within the UK</p> <p>Use a 4 and 6 figure grid reference to find a location</p> <p>Find a place/area using simple coordinates</p> <p>Give a 4 figure grid reference for a location</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. Create sketch maps to show how land is used in local area and contrasting areas around the world 2. Use a key on a map to identify how land is used (work wo also include map scales) 3. Create maps with annotations, buildings, a key and identifying changes over time 4. Identify how climate change has affected land/land use in different areas, including energy uses 5. Identify land use in urban and rural areas 6. Identify how farming is used in different areas, in relation to land use, climate/biomes, trade, cattle use and crops 	<ol style="list-style-type: none"> 1. 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 2. Understand and identify symbols using an OS map 3. Use a compass to describe the route on a map 4. Understand and use a 6 figure grid reference to locate a place/area on a map 5. Plan a journey using 6 figure grid references/8 point compass using a map 6. Describe how the land has changed over time in the same area, giving reasons for this 	<ol style="list-style-type: none"> 1. Explain how weather and water can change an area over time 2. Identify coastal features using OS maps, as well as coastal/seaside town locations on a map 3. Identify how coastal areas are formed and what those features are 4. Identify how coastal land/country boundaries have changed over time 5. Explain how and why coastal landscapes have changed over time (Blackpool)- include traffic survey 6. 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 booklet about how an area has changed over time, in relation to farming, climate change, energy use and land use	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 farming and 'The Red Tractor Company' Research into climate change and how we can help reduce climate damage	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
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 Brain-breaks when necessary	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	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
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
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