Geography Curriculum Intent: Knowledge and Skills Progression Map

EYFS Framework
<u>Understanding the World</u>
ELG: People, Culture and Communities
-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
ELG: The Natural World
-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

National Curriculum Requirements

<u>KS1</u>	<u>KS2</u>
Pupils should develop knowledge about – ● the world ● the United Kingdom ● their locality They should – ● understand basic subject-specific vocabulary relating to human and physical geography ● begin to use geographical skills, including first-hand observation, to enhance their local awareness	Pupils should: ● extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America ● the above will include the location of a range of the world's most significant human and physical features They should – ● develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Geography National Curriculum Strands

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork (Map Skills)

Each aspect (key knowledge and skill) of the Wellington Primaries Geography Curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by ** to indicate the multiple strands.

- *Non-negotiatiable "sticky knowledge" is highlighted in yellow to ensure the most crucial content is covered at a minimum.*

Geography Curriculum Intent: Knowledge and Skills Progression Map

		Reception		
EYFS End Points (Informed by Early Learning Goals	**Term**	**Autumn**	**Spring**	**Summer**
	Half Term Coverage	**Autumn**	**Spring**	**Summer**
	Topic	**All about me/ World Maps**	**People in our community/recycling**	**Seasons & Local area maps**
	Key Knowledge			
	Cross Curricular Links			
<u>Understanding the World</u> ELG: People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	**Key Skills**			
		School Context		

Geography Curriculum Intent: Knowledge and Skills Progression Map

Year 1							

KS1 Knowledge End Points:	Term	Autumn		Spring		Summer	
Locational Knowledge: ● Can name and locate the world's seven continents and five oceans ● Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place Knowledge:** ● Understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and Physical Geography:** ● Can 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 ● Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; ● key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Half Term Coverage	Autumn 2		Spring 2		Summer 2	
	Topic	Local Area – 'Our School'		UK 4 Countries (Informed by 'Our Country Planit Geography Scheme Unit)		Seasonal & Daily Weather Patterns	
	Key Knowledge	-Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street.** ● Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters. ● An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map. ● Maps have symbols on them to show us important buildings and other features of the area. ● Human features are characteristics of a place that were made by humans, for example shops and roads ● Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants).		●Tidworth and Ludgershall are a part of the country known as England. ● England is one of four countries in the U.K. ● The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. ● The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast. ● The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean. ● Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. ● Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops. ● Towns and countryside have similar and different geographical features.		● Knows and can explain what the weather is like in our country. ● Knows and can name 4 types of weather that happen in the UK. ● Knows that weather changes throughout the year and can name the seasons. ● Knows and can explain how the weather can affect us ● Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings ● Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. ● Knows and understands what weather forecasts show ● Knows 3 or more weather symbols and can explain what they show ● Knows what hot and cold countries might look like and how they might differ according to the weather ● Knows three facts about the arctic	
	Cross Curriculuar Links	● Literacy: Children write their address ● Maths: Geometry: children use maps		● Art: Sketching/painting a physical feature of the U.K.		● Y1 Science: Seasons	
KS1 Skills and Fieldwork End Points: Children will be able to – ● Use world maps, atlases and globes ● Use simple compass directions ● Use aerial photos and construct simple maps ● Undertake simple fieldwork within school locality	Key Skills	-Name and give examples of some of the key features of their local area. ● Use observational skills to sort physical and human features using aerial photographs. ● Construct a map of the classroom using fieldwork observations. ● Use and recognise some basic map symbols, and begin to understand how these can be used in a key.		● Use globes, maps and atlases to locate the countries and capital cities of the U.K. ● Use a growing range of subject specific vocabulary (see vocab progression map- DEV) ● Compare geographical features of towns and the countryside using their existing observations, maps and photographs. ● Use aerial photographs to begin to locate countries. ● Use basic geographical vocabulary to refer to human and physical features.		● Observe the weather. ● Record observations in a weather diary. ● Describe what weather forecasts show. ● Work cooperatively (with a partner) to present a weather forecast for parts of the UK. ● Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner. ● Use ICT to design a poster campaign to help people look after themselves in very hot weather. ● Begin to locate a hot and cold country on a world map. ● Can research the Arctic with my partner and present facts to class friends. ● Use map skills to locate hot and cold places. ● Locate (find) the Arctic on a world map or a globe. ● Begin to locate other places such as the North Pole, South Pole and Antarctic.	
	School Context						
		-Children will learn about their local area going on a local walk around Tidworth/ Ludgershall. They will identify local landmarks, facilities and features of the area.		-Children will learn about the location of their homes and school in the wider context of the UK and the world. -They will start to understand the similarities and differences between where they live and other places.		- Children will observe the weather from suitable vantage points, including the school fields and upstairs windows.	

Geography Curriculum Intent: Knowledge and Skills Progression Map

KS1 Knowledge End Points:			**Year 2**		
	Term	**Autumn**	**Spring**		**Summer**
Locational Knowledge: ● Can name and locate the world's seven continents and five oceans ● Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	**Half Term Coverage**	**Autumn 1**	**Spring 3**	**Summer 1**	**Summer 2**
	Topic	Seven Continents and Five Oceans	Fieldwork on a Local Area - 'A study of Tidworth/Ludgershall'		Map Skills: Fieldwork on a local area involving comparison of a small area in a European country and a small area in a non-European country
Place Knowledge: ● Understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and Physical Geography:** ● Can 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 ● Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; ● key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**Key Knowledge**	● There are borders that separate different parts of the world ● A continent is a land mass and an ocean is a large body of water (and the names of each) ● There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia ● The majority (71%) of the world's surface is covered by water ● The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. ● The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica) ● The equator is the hottest part of the world and it relates to the Earth's orbit around the sun	● The compass directions are North, South, East, West) ● Develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others ● To know that Tidworth and Ludgershall are towns within countryside and develop understanding of cities having different geographical features. ● To know that Tidworth and Ludgershall are in Wiltshire which is a county in England. ● To know that London is a city and that cities have different geographical features than the countryside. ● To know the term 'land use' and know some ways that land use is different in the cities than in their local area.		● To know that they live in Tidworth/Ludgershall, which is in the south-east of a county known as Wiltshire. ● To know that Wiltshire is one of 27 counties in England. ● To know that most countries have a capital city and that London is the capital city of the UK ● To know that there are human and physical features within an area ● To know to follow a route on an aerial map and be able to describe features on a map ● To know the compass points and how to use these to navigate ● To know that Uganda is a country in Africa and be able to locate it on world map ● To know that Uganda lies on the equator and that the distance from the equator affects weather ● To know what life is like for people living in Jinja ● To know what school and family life is like in Walukuba West and Kyomya (pronounced 'chomya').
	Cross Curricular Links	● Music: Learn and perform a song about continents ●Literacy: produce a fact file about a focus continent	●	● Literacy: Write a description using geographical vocabulary ●Art: Produce a collage of local landmarks ●Maths: traffic survey (links with environmental awareness); intro to coordinates	● Literacy: Non-chronological report about Maasai people, book Maasai and I by Virginia Kroll ●Art: Make a Kenyan piece of art ●PSHE: Journey to the Beginning of the World text
KS1 Skills and Fieldwork End Points: Children will be able to – ● Use world maps, atlases and globes ● Use simple compass directions ● Use aerial photos and construct simple maps ● Undertake simple fieldwork within school locality	**Key Skills**	● Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world ● Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses) * * ● use basic geographical vocabulary e.g. north, south, east and west ● Research and write facts about a country, continent and ocean* *		● Use simple compass directions ● Plot and navigate a simple route on a map (around Tidworth/Ludgershall). ● Recognise basic map symbols and use these in a key ● Compare the land use of Tidworth/Ludgershall to more agricultural and metropolitan areas * * ● Express views about the environment and begin to suggest improvements with reasoning * * ● Use a growing range of subject specific vocabulary ● Use presentation skills with growing confidence	● To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images). ● To use simple fieldwork and observational skills to study their local environment by drawing symbols on an ordnance survey map, plotting a route from one local destination to another and identifying human and physical features of Tidworth/Ludgershall. ● To be able to use a compass to navigate ● To be able to locate Uganda on a world map and relate the concept of north, south, east and west to a map of the world and a globe. ● To be able to recognise geographical similarities and differences between their local area and a non-European small area through the analysis of photographs, maps, aerial photographs and film clips. ● To be able to compare their lives to those of children in Walukuba West and Kyomya through observations of film clips, reviews of children's work/textbooks and consideration of geographical features. ● To be able to use basic geographical vocabulary to refer to human and physical features
			School Context		

Geography Curriculum Intent: Knowledge and Skills Progression Map

	● To participate in discussions about the UK and its relationship to Europe ● Children to talk about their experiences of different continents and oceans	● Complete homework project about Tidworth/Ludgershall and present this to peers ● Local walk around Tidworth/Ludgershall with emphasis on the multi-cultural aspects of the town ● Speak to community members about their opinions and positive experiences of Tidworth/Ludgershall		● Walk a route around Tidworth/Ludgershall ● Make a collage of local area ● Comparisons with local area and Kenya ● Homework project about Kenya

Year 3					
KS2 Knowledge End Points: **Locational Knowledge** ● Can 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 ● Can 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 ● Can 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) **Place Knowledge** ● Understands 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 **Human and Physical geography** ● Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● Can describe and understands key aspects of 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	**Term**	Autumn	Spring		Summer
	Half Term Coverage	Autumn	Spring 1	Spring 2	Summer
	Topic		UK (Informed by Planit Geography Scheme Unit)	Europe	South America and Rio de Janeiro
	Key Knowledge		● Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map ● Knows what defines a city as opposed to a town (i.e. cities must have a cathedral) * * ● Can name significant rivers of the UK and the seas that some rivers flow into ● Knows and can name some of the mountain regions in the UK ● Knows that the Romans invaded Britain in AD 43 and built a settlement called Londinium on the banks of the River Thames and can describe some of the ways that London has changed since AD43 ● Knows and can describe how the UK population has changed over time ● Knows where some immigrants to the UK migrated from, within an historical context. ● Knows how to find specific information from an atlas (page numbers and compass rose and index) ● Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.	● Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia) ● To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity. ● To know significant environmental regions and their physical characteristics (eg of rivers : Volga, Danube, Ural, Rhine, Thames, Don and Seine) (eg of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucus) ● To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral). ● To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan) ● To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent. ● To know that the single market makes trade between European countries easier (https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states) and that trade within the single market can involve countries beyond Europe (for example, Canada).	● There are 12 countries in South America and almost 400 million people live there. ● Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. ● South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world. ● The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world. ● Sao Paulo is the largest city with more than 20 million people living there. ● Spanish is the most popular language in South America even though Brazilians speak Portuguese. ● The Incas were the largest group of indigenous people in South America when the Europeans arrived. ● Rio De Janeiro was discovered by the Portuguese on 22nd April 1500 ● The statue of Christ the Redeemer is a religious monument which can be found at the top of Corcovado Mountain ● Sugarloaf Mountain is one of the most famous natural landmarks. The top can be reached by cable car. ● Copacanbana Beach is one of the most famous and beautiful beaches in the world. It is 4km long. ● Maracana Stadium was named after the Rio Marcana, a river in Rio de Janeiro. Many famous football players have played there. ● Rio de Janeiro is famous for its three-day carnival. During that time, Rio is filled with dancing, music, singing and lots of street parades showcasing colourful costumed dancers performing the samba.
	Cross Curricular Links		●Maths: Coordinates ●Computing – researching a coastal area in UK and creating a presentation to share with peers. ●History: Context for population changes.	●History: WW2 ●Science – rationing ●PSHE – living in Europe	● Literacy: Factual information leaflet on Rio De Janeiro
KS2 Skills End Points: **Geographical Skills and Fieldwork:** ● Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Is able to 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	**Key Skills**		● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Use the 8 point compass points to describe a location relative to another place. ● Use a legend to find areas of higher ground on a map ● use the eight points of a compass ● Interpret symbols and keys to develop knowledge of the United Kingdom ● 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	● Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. ● Use an atlas to identify national flags and support understanding what each flag represents. ● Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.	● Use an atlas to identify countries, states and regions of geographical interest. ● understand the necessity of a key and use this to help read maps of increasing complexity. ● Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied. ● Understands how aspects of the human and physical features of Rio are similar and different to London, Tidworth/Ludgershall and the wider UK.

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	School Context		
	● Children describe routes to locate areas from our school using the compass rose. ● Be able to name some of the places in London that make it a capital city. (understanding what London has to offer people around the world)(cultural links)	● Children to make connections with personal travels / family living in Europe. ● Compare climate and weather changes.	● Children relate landmarks and regions to own experiences for comparison (e.g. seaside visits, London)

	Year 4		
KS2 Knowledge End Points: **Locational Knowledge** ● Can 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 ● Can 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 ● Can 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) **Place Knowledge** ● Understands 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 **Human and Physical geography** ● Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● Can describe and understands key aspects of 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	**Term** — Autumn	**Spring**	**Summer**
	Half Term Coverage — Autumn 2	**Spring 2**	**Summer 2**
	Topic — Counties	**Settlements - Spain**	**North America**
	Key Knowledge ● The United Kingdom is divided into regions called counties (there are 48 geographical counties in England). ● Knows and can name the home counties. ● Population and topographical features for Wiltshire (natural formations: hills and mountains, rivers, lakes, valleys and manmade features: roads, dams and cities). *children will know the meanings of these words and learn where and how these are measured so that they can research them for their chosen county* ● Chosen County specific knowledge (as above) ● That the human and physical features of Wiltshire vary and correlate with other geographical features (such as population/topography) *to inform focus of own research.*	● Spain has land borders with three other countries: Portugal, France, and Andorra. It also borders the British overseas territory of Gibraltar. ● The two main rivers are the Tagus and the Ebro. The Pyrenees are a mountain range which runs along the border of Spain and France. ● Spain is divided into regions. In the UK they are called counties, but in Spain they are called 'autonomous communities'. ● Autonomous communities have their own regional government, flag and capital city. There are 17 altogether. ● Spain has three climates. It grows different crops in each one. ● Spain's cities contain important architectural buildings such as the narrow ancient streets of Toledo, Gaudi's Park Guell in Barcelona, La Sagrada Familia cathedral. ● Traditional dance is called flamenco and a traditional meal to be shared is paella. ● Madrid is the capital city of Spain, as well as its autonomous community. Its geographical location is in the centre of Spain ● Madrid has a Mediterranean climate which transitions to a cold semi-arid climate with warm summers and relatively cold winters ● To know some of the significant places in Madrid and where these are in relation to each other using 8 point compass directions (to include - the Royal palace, Parque del Retiro, and Museo Nacional Centro de Arte Reina Sofía, a modern art museum housing famous works by Pablo Picasso) ● To know some of the features of Madrid's Manzanares river and how these compare to those of the Thames.	● There are 23 countries in North America, with Canada being the biggest. Some geographical areas in North America belong to European countries. ● Knows and is able to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America ● There are 50 states in the USA ● Mexico City is the largest city with more than 9 million people living there. ● Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans. ● Greenland is not only the biggest island in North America but also in the world (it is an autonomous territory of the Kingdom of Denmark). ● The Missouri River is the longest in North America and flows through seven US states. ● The Grand Canyon is a unique geographical feature in the USA and hosts more than one biome. ● Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake. ● Montserrat is a British Overseas Territory in the Carribean. It hosts many volcanoes. Following a volcanic eruption, many islanders migrated to the UK ● Panama is a country in Central America. Its canal is an important trade route that links Atlantic and Pacific Oceans
	Cross Curricular Links ● Computing: Research on chromebooks ●Literacy: County Fact File ● Computing: Research on ipads ● Literacy: County Fact File	● Reading: Lessons on non-fiction Spanish-related texts ●Computing: chromebooks for google maps and atlases	
KS2 Skills End Points: **Geographical Skills and Fieldwork:** ● Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Is able to 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	**Key Skills** ● Research, find and organise facts about a county into an information leaflet, including headings, sub-headings, planning layout to include graphics; prioritising facts on information value ● Self-directed research on chromebooks to examine layout of leaflets and using websites including Local tourism for Wiltshire and National Geographic cross referenced with atlases and encyclopaedias ● Presentation skills - based on research, delivering a persuasive presentation on visiting Wiltshire (Cross curricular IT skills using Powerpoint)	● Distinguish between physical and human geography in Madrid and London using photographs, short films (from schools in Madrid) and maps ● Used geographical vocabulary to describe the physical attributes of an area. ● Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions. ● Populate a comparison table to show differences and similarities between the UK and Spain	● Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon). ● To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA. . ● to identify the flags of countries in North America using an atlas. ● To locate the Panama canal on a map and identify its significance to trade to the rest of the world.

Geography Curriculum Intent: Knowledge and Skills Progression Map

	School Context	
	-● Contextual location of the school/local area within the wider country ● Recognising similarities and differences between local area and other parts of the country ● Location of Military Camps/barracks nearby and Salisbury Plain.	-

Year 5

KS2 Knowledge End Points:	Term	Autumn	Spring	Summer
Locational Knowledge ● Can 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 ● Can 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 ● Can 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) **Place Knowledge** ● Understands 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 **Human and Physical geography** ● Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● Can describe and understands key aspects of 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	Half Term Coverage	Autumn 2	Spring 2	Summer 2
	Topic	Map Reading (informed by 'Marvellous Maps' Unit, Planit! Geography Scheme)	Climate Zones and Tectonic Plates (Volcanoes)	Trade and Economics (Informed by Planit Geography Unit Scheme)
	Key Knowledge	● Knows the location of UK cities, beyond the capitals, and their identifying human and physical characteristics ● Knows and can name significant human characteristics and physical features of UK, including the statues of the Angel of the North, Bridges (including Clifton suspension bridge), Forest of Dean and mountains (including Ben Nevis). ● Knows the location of countries in Europe (Lyon and Kiev) and North and South America identifying human and physical characteristics (Stavangar, Norway on the coast of the North Sea) ● knows how to find information in an atlas, using the index and simple coordinates ● Knows how to use a key for more complex geographical features on a ordnance survey map (place of worship, parking, gold force, nature reserve, cycle trail, train station, campsite, footpath, motorway, main road) ● knows how to use 4 and 6 figure grid references on a map ● Knows the advantages and disadvantages of digital navigation comparative to use of compass and maps. ● Knows and can use the terms; lines of longitude/latitude, including the Tropic of Cancer, Topic of Capricorn, as well as previously learnt terms (Equator and Prime Meridian and can use these to support explanation of geographical locations, including continents. ● Develops knowledge and understanding of worldwide time zones and understands that these are caused by the earth's rotation on its axis.	● To know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones (making A link to Y4 knowledge about Madrid's climates). ● To know that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation. ● Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities ● understand what the greenhouse effect is and which gases are involved (cross-curricular: science). ● Understand the impact of climate change on the different climate zones worldwide ● Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. ● The main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. ● As elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow. ● Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation. ● Earthquakes are caused by different types of movement in the earth's tectonic plates ● Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes. ● Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate.	● Knows and can explain what trading is ● Knows and can explain the difference between imports and exports ● Knows and can list some goods exported from the UK ● Knows and can list some goods imported to the UK ● Knows and can name some countries the UK exports goods to; ● Knows and can name some countries that the UK imports goods from ● Knows the location of El Salvador and can name some goods exported from El Salvador to the UK ● Knows and can list some products that are fairly traded ● Knows and can describe how goods can be the product of more than one country; ● Knows and can describe how trade takes place today ● Knows and can describe how trade took place in Tudor and Victorian times.
	Cross Curriculuar Links	● Maths: Tie zones and calculating time differences and recording data in tables ●Science: Understanding the reasons for night and day and worldwide time differences	● Science: Climate change and gases involved/ changes of state and how it relates to water cycle/chemical reactions (volcano recreation)	● History: Historical trade links/Tudors
KS2 Skills End Points: **Geographical Skills and Fieldwork:** ● Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Is able to 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	Key Skills	● Locate and name key lines of latitude and longitude on a map ● Use the eight points of a compass to build knowledge of the UK and the wider world on a map. * * ● Use four and six figure grid references to build knowledge of the UK and wider world ● Use atlas to locate places using latitude and longitude references. * * ● To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Develop an understanding of the concept of different time zones through interpretation of time zone maps. ● Use an atlas and a time zone map to identify the time in certain cities in relation to the UK.	● Use ordnance survey resources https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate/page-eight to verify predications about the climate in a specific location according to its geographical location ● label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes. ● used atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be ● compared and contrasted the two ways of measuring earthquakes - the Richter and Mercalli scales ● identify and describe which countries are most likely to experience earthquakes based on their geographical knowledge	● Use an atlas to find countries and locate El Salvador on a world map; ● analyse evidence and draw conclusions, considering the impact and influence on people/ everyday life ● Describe route and direction, location linking 8 points of compass to degrees on compass ● Reflect on the impact trade has on an area and generate ideas for cause and effect.

Geography Curriculum Intent: Knowledge and Skills Progression Map

		● made connections between their geographical understanding and their knowledge of scientific changes of state ● To give the location of places of geographical interest (including those represented by maps with symbols) using four and six-figure grid references		

<table>
<tr><td colspan="4" align="center">School Context</td></tr>
<tr><td></td><td>● Improve knowledge of their local area and the UK, as well as the world, in order to locate which county, country and continent they live in.</td><td>● Understand their own geographical context and which biome/ecosystem/climate zone they live in.
● Understand the impact this will have on flora and fauna in school and wider community area.</td><td></td></tr>
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<table>
<tr><td colspan="5" align="center">Year 6</td></tr>
<tr>
<td>KS2 Knowledge End Points:</td>
<td>Term</td>
<td>Autumn</td>
<td>Spring</td>
<td>Summer</td>
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<tr>
<td rowspan="3">

Locational Knowledge
● Can 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
● Can 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
● Can 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)

Place Knowledge
● Understands 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

Human and Physical geography
● Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
● Can describe and understands key aspects of 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

</td>
<td>Half Term Coverage</td>
<td>Autumn 1</td>
<td>Spring 2</td>
<td>Summer 2</td>
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<tr>
<td>Topic</td>
<td>Rivers</td>
<td>India (Case Study)</td>
<td rowspan="2">

Use final term to consolidate any geographical knowledge e..g location of new schools, look at feeder schools curric try to make links to set up for secondary.

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<tr>
<td>Key Knowledge</td>
<td>

● To relate the formation and continuum of rivers to their knowledge of the water cycle.
● To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges
● That middle course river features include wider, shallower valleys, meanders, and oxbow lakes.
● That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth.
● To know that rivers erode in four ways: Abrasion - when large pieces of bedload material wear away the river banks and bed; Attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes softer rock; Solution or Corrosion – when acidic water erodes rock.
● That the River Bourne runs through Tidworth and is a tributary of the Salisbury Avon which forms a valley which was an important trade route between the coast and ancient fortified port of Hengistbury and the Stonehenge area.
● To know major rivers around the world and where they are located (revisiting the Amazon River from Y3 and Mississippi from Y4).

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● India borders the Himalayan mountain range, the highest mountain range in the world.
● That Himalayan mountains spread across five countries, including India (as well as Bhutan, China, Nepal and Pakistan)
● The Himalayas were caused by the collision of the Indian and Eurasian plates about 40 to 50 million years ago
● Barren Island is the only confirmed active volcano in India and South Asia (it is situated on the Indian-Australian plate and Eurasian plate boundary)
● India has a large desert called the Thar Desert.
● The River Ganges is the longest river in India and has religious significance to India's Hindu community
● Like the United States, India is divided into states. India has 29 states. It also has seven union territories.
● India is divided into five different regions: 1. Great Northern mountains 2. Great Northern plains 3. Great Indian plateaus 4. coastal plains and islands
● India's official language is Hindi. Many people also speak English because India was once a British colony.
● Reasons for Britain's colonisation of India included access to raw materials/wealth and this impacted India's culture and economics
● India's location has historical significance, as it was located along the silk road
● India became independent from British rule in 1947
● Mahatma Gandhi was a leader of India's independence movement

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KS2 Skills End Points:
Geographical Skills and Fieldwork:
● Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
● Is able to 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

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<td>Cross Curriculuar Links</td>
<td>

● **Art** – Children draw a cross-section of a river and create a piece of artwork featuring a local canal
● **History** – How and when Salisbury Avon canals were built
● **Science** - evaporation and condensation

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● RE: Significance of the Ganges in Hinduism
● **History** - Historical relationship between India and Britain and how that has evolved/Silk Road/Mahatma Gandhi
● **Maths** - Children construct bar graphs which compares the climate of Tidworth/Ludgershall to New Delhi
● Science - analysing and investigating weather patterns

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<td>Key Skills</td>
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● Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude
● 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
● Use a compass correctly to map the direction/location of our closest canals and the direction water flows in
● Locate closest canals on a.range of maps, including ordnance survey

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● Analyse an historic map of the British empire and compare to a present day map of the world
● compare maps with different scales
● analyse and draw conclusion from data about India's weather conditions
● Present comparative data about India's climate alongside that of the UK
● analyse historical trade maps of the silk road and draw conclusion about the significance of India's location.
● Use key to make deductions about landscape/ industry/ features etc.
● Locate information/ place from sources with speed and accuracy

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Geography Curriculum Intent: Knowledge and Skills Progression Map

	School Context	
	● Significant focus given on to local river systems and tributaries to the Salisbury Avon (link to school house names).	-	-