



Haresfield CE Primary School

Progression of Knowledge and Skills in Geography

| Year | Knowledge | | | | Skills |
|---|---|--|---|---|---|
| Year 5 / Year 6 Year A Term 2 | Focus: <u>Where did the Bombs fall in WW2?</u> (Short Unit) Enrichment: | | | | <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate countries and cities of Europe Name and locate the main counties and cities in the UK . Locate key human features of the UK Compare land use of maps of the UK from the past with the present Identify key physical and human characteristics of Gloucestershire <p>Place Knowledge</p> <ul style="list-style-type: none"> To compare places where people live and give reasons for the differences. Give reasons for similarities and differences between places, using geographical language and what they know <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and explain how physical features have had an impact on the surrounding landscape and communities (River Severn – Cotswold Hills – farming, trade) Explain why a settlement and community has grown in a particular location (River Severn crossing – trade routes) Explain why people might prefer to live in an urban or rural place. Describe the human geography including trade between the UK and Europe and the rest of the world. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use and interpret maps, globes, atlases, computer maps to locate countries and describe features. Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom in the past and the present. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links. |
| | National curriculum Knowledge ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards: Human and Physical Geography Key Stage 3 | | | | |
| | <u>Objective</u> | <u>Sticky Knowledge</u> | <u>Key Vocabulary</u> | <u>Resources</u> | |
| | Use maps and globes to investigate which countries were involved in the second world war. Name countries of Europe and the wider world. | Know the countries and capital cities of Europe and the wider world. | | World War 2 facts for kids National Geographic Kids | |
| | Look at maps to see which cities were bombed – why were they bombed? What was the significance of these places? | Understand the locational importance of several cities | | The Battle of Britain and the Blitz - World War Two and the Holocaust - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize | |
| Look at maps – where children were evacuated from and to in the UK. why were these places chosen? | Know where children we evacuated from and to in the UK | The Evacuation of Children in Wartime Britain - World History Encyclopedia | What did children do in the 1940s? - BBC Bitesize | | |
| Assessment: | Assessing sticky knowledge | | | | |

| Year | Knowledge | | | | Skills |
|--|---|--|----------------|---|--|
| Year 5 / Year 6 Year B Term 3 | Focus: <u>Where Did Shackleton Journey to?</u> (Link to History) Enrichment: Visit to Wilson Museum Cheltenham | | | | <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate key physical and human features in countries studied including significant environmental regions (Polar regions) Describe how a locality has changed over time. Use digital resources to look at distribution of natural resources (food, energy, water, minerals) <p>Place Knowledge</p> <ul style="list-style-type: none"> Know what the physical and human aspects of the polar regions are and how they differ from the UK. Give reasons for similarities and differences between places, using geographical language and what they know Compare and contrast places, using human and physical features for comparisons. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand the physical geography including climate zones <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use and interpret maps, globes, atlases, computer maps to locate countries and describe features. Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of OS maps). Understand and use a widening range of geographical terms <p>Environmental change and sustainable development</p> <p>Know where explorers have been, what impact they have had on the environment.</p> <ul style="list-style-type: none"> Know that the ice caps are melting and what impact that will have on the animals that live in that environment and the impact on the wider world |
| | National curriculum Knowledge <ul style="list-style-type: none"> ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards: Comparative study Human and Physical Geography Key Stage 3 | | | | |
| | Objective | Sticky Knowledge | Key Vocabulary | Resources | |
| | Look at the polar regions, where they are located, Arctic and Antarctic circle. | Know where the Polar regions are – which is Arctic and Antarctic | Climate zone | KS2 Polar Regions Fact File - Polar Regions - Twinkl | |
| | Look at the physical and human aspects of the polar regions and compare to our country. | Know what the physical and human aspects of the polar regions are and how they differ from the UK | | Polar regions of Earth Facts for Kids | |
| | Use digital mapping and resources to see how the polar regions are changing over time. | Know that the ice caps are melting and what impact that will have on the animals that live in that environment and the impact on the wider world | | Climate Change for Kids - Melting Polar Ice Caps - Science Experiment - Science Sparks | |
| | Discuss where humans live in the Arctic circle, what animals live there, what impact the melting ice caps will have on these. | Know that the ice caps are melting and what impact that will have on the animals that live in that environment and the impact on the wider world | | What is a polar habitat? - KS1 Science curriculum - BBC Bitesize https://www.youtube.com/watch?v=SxwKa5cR3w4 | |
| Use maps to see where different explorers have travelled in the polar regions. | Know where explorers have been, what impact they have had on the environment. | | | | |
| Assessment: | Assessing sticky knowledge | | | | |

| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Year 5 / Year 6 Year A Term 4 & 5 | Focus: <u>Who were the Mayans and where did they live?</u> (Link to History) Enrichment: Cadbury's World National curriculum Knowledge ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards: <u>Comparative study Human and Physical Geography Key Stage 3</u> | Locational Knowledge <ul style="list-style-type: none"> Locate major cities of the countries studied (North and south America + Mexico) Locate key physical and human features in countries studied including significant environmental regions Identify the position of latitude, longitude, Equator, N & S hemisphere, tropics of cancer and Capricorn, Arctic & Antarctic and time zones. Use digital resources to look at distribution of natural resources (food, energy, water, minerals) in Mexico compared to the UK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Objective</th> <th style="width: 30%;">Sticky Knowledge</th> <th style="width: 20%;">Key Vocabulary</th> <th style="width: 30%;">Resources</th> </tr> </thead> <tbody> <tr> <td>Use maps and globes to locate north and south America and identify Mexico.</td> <td>Know where North and South America is and locate Mexico.</td> <td></td> <td></td> </tr> <tr> <td>Use globes and computer mapping to look at Latitude and Longitude/ tropics of Capricorn and Cancer / Equator. and time zones, what time is it in Mexico?</td> <td>Know the significance of the Equator, Latitude and Longitude and tropics of Capricorn and Cancer. Know that there are different time zones around the world and they are measured from Greenwich in London (day and night)</td> <td>Climate zone, tropic of Capricorn, Tropic of Cancer, Equator, latitude, Longitude, time zones,</td> <td></td> </tr> <tr> <td>Look at the natural resources available in Mexico – energy, food, minerals and water</td> <td>Know what natural resources are available in Mexico (and UK)</td> <td>natural resources,</td> <td></td> </tr> <tr> <td>What was this place like when the Mayans lived there and how has it changed? (describe physical geography (mountains, deserts, swamps and thick forests) compare to UK)</td> <td>Be able to describe the physical aspects of Mexico (compared to UK)</td> <td></td> <td></td> </tr> <tr> <td>What was this place like when the Mayans lived there and how has it changed? (describe human geography – types of settlement and land use Farming and compare to UK)</td> <td>Be able to describe the human aspects of Mexico (compared to UK)</td> <td></td> <td></td> </tr> <tr> <td colspan="2">An introduction to the ancient Maya - BBC Bitesize</td> <td></td> <td></td> </tr> <tr> <td>Assessment:</td> <td>Assessing sticky knowledge Double page spread</td> <td></td> <td></td> </tr> </tbody> </table> | Objective | Sticky Knowledge | Key Vocabulary | Resources | Use maps and globes to locate north and south America and identify Mexico. | Know where North and South America is and locate Mexico. | | | Use globes and computer mapping to look at Latitude and Longitude/ tropics of Capricorn and Cancer / Equator. and time zones, what time is it in Mexico? | Know the significance of the Equator, Latitude and Longitude and tropics of Capricorn and Cancer. Know that there are different time zones around the world and they are measured from Greenwich in London (day and night) | Climate zone, tropic of Capricorn, Tropic of Cancer, Equator, latitude, Longitude, time zones, | | Look at the natural resources available in Mexico – energy, food, minerals and water | Know what natural resources are available in Mexico (and UK) | natural resources, | | What was this place like when the Mayans lived there and how has it changed? (describe physical geography (mountains, deserts, swamps and thick forests) compare to UK) | Be able to describe the physical aspects of Mexico (compared to UK) | | | What was this place like when the Mayans lived there and how has it changed? (describe human geography – types of settlement and land use Farming and compare to UK) | Be able to describe the human aspects of Mexico (compared to UK) | | | An introduction to the ancient Maya - BBC Bitesize | | | | Assessment: | Assessing sticky knowledge Double page spread | | | Place Knowledge <ul style="list-style-type: none"> Compare and contrast places, using human and physical features for comparisons. Using knowledge of continents, countries, climate, temperature and economy. Be able to describe the physical aspects of Mexico (compared to UK) Be able to describe the human aspects of Mexico (compared to UK) Describe a place in terms of its economic development as well as other features. |
| | Objective | Sticky Knowledge | Key Vocabulary | Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Use maps and globes to locate north and south America and identify Mexico. | Know where North and South America is and locate Mexico. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Use globes and computer mapping to look at Latitude and Longitude/ tropics of Capricorn and Cancer / Equator. and time zones, what time is it in Mexico? | Know the significance of the Equator, Latitude and Longitude and tropics of Capricorn and Cancer. Know that there are different time zones around the world and they are measured from Greenwich in London (day and night) | Climate zone, tropic of Capricorn, Tropic of Cancer, Equator, latitude, Longitude, time zones, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Look at the natural resources available in Mexico – energy, food, minerals and water | Know what natural resources are available in Mexico (and UK) | natural resources, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | What was this place like when the Mayans lived there and how has it changed? (describe physical geography (mountains, deserts, swamps and thick forests) compare to UK) | Be able to describe the physical aspects of Mexico (compared to UK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | What was this place like when the Mayans lived there and how has it changed? (describe human geography – types of settlement and land use Farming and compare to UK) | Be able to describe the human aspects of Mexico (compared to UK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | An introduction to the ancient Maya - BBC Bitesize | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Assessment: | Assessing sticky knowledge Double page spread | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Human and Physical Geography <ul style="list-style-type: none"> Describe and explain how physical features have had an impact on the surrounding landscape and communities (Mexico) Describe and understand types of climate zones, biomes and vegetation belts, mountains, settlements and land use Describe and understand settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Environmental change and sustainable development <ul style="list-style-type: none"> Know about changes to the world environments over time. Understand why people seek to manage and sustain their environment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Year | Knowledge | | | | Skills |
|--|---|---|--|-----------|--|
| Year 5 / Year 6 Year A Term 6 | Focus: How Can I Change Our World?(link to History) Enrichment: | | | | <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate more countries in Europe and North and South America using maps Locate major cities of the countries studied Use longitude and Latitude when referencing location in an atlas or a globe. <p>Place Knowledge</p> <ul style="list-style-type: none"> Use maps to show the distribution of the worlds climate zones, biomes and vegetation belts Use digital resources to look at distribution of natural resources (food, energy, water, minerals) Know how and where most energy is produced around the world (discuss eco energy) Know where most food is grown around the world – where there is very little food and water Describe how a locality has changed over time, giving examples of both human and physical features. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Locate key physical and human features in countries studied including significant environmental regions <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Confidently use and interpret maps, globes, atlases, computer maps to locate countries and describe features. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links. <p>Environmental change and sustainable development</p> <ul style="list-style-type: none"> Know how humans are impacting their environment and what we can do to minimise this. Describe different points of view of an environmental issue affecting a locality and give my opinion on the issue. |
| | National curriculum Knowledge ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards: Comparative study Human and Physical Geography Key Stage 3 | | | | |
| | Objective | Sticky Knowledge | Key Vocabulary | Resources | |
| | Use maps and globes to locate continents of the world and significant human and physical features (main mountain ranges, rivers, climate zones, Grand Canyon, Niagra Falls, Victoria falls, main volcanoes, vegetation belts) | Know the location of 5 significant geographical places / things (Everest / grand canyon / Victoria falls / river Nile/ Amazon Rainforest / The Alps / etc) | tropic of Capricorn, Tropic of Cancer, Equator,, | | |
| | Use globes and computer mapping to look at distribution of natural resources around the world (energy, water and food)) | Know how and where most energy is produced around the world (discuss eco energy) Know where most food is grown around the world – where there is very little food and water | natural resources, | | |
| | Look at environmental change – how humans are impacting the seas and oceans – what can we do? | Know how humans are impacting their environment and what we can do to minimise this. | https://www.bbc.co.uk/bitesize/articles/zmfgqyc https://www.bbc.co.uk/teach/class-clips-video/articles/zmgr4xs | | |
| | Look at environmental change – how humans are impacting the rainforests – what can we do? | Know how humans are impacting their environment and what we can do to minimise this. | https://www.bbc.co.uk/bitesize/articles/zp4w8hv | | |
| Look at environmental change – how we are impacting our local environment – reduce / reuse / recycle | Know how humans are impacting their environment and what we can do to minimise this. Describe different points of view of an environmental issue affecting a locality and give my opinion on the issue. | | | | |
| Assessment: Comparative study – | Assessing sticky knowledge Double page spread / information flyer about environmental change | | | | |