



Haresfield CE Primary School
Progression of Knowledge and Skills in Geography
Year B UKS2

Year	Knowledge				Skills
Year 5 / Year 6 Year B Term 1	Focus: <u>Why is the UK a Good Place to Visit</u> Enrichment: Walk to hill by woodland classroom				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the counties and regions of the UK Name and locate the major cities the UK . Locate key human features of the UK Identify key physical and human characteristics of Gloucestershire Use digital resources to look at distribution of natural resources (food, energy, water, minerals) <p>Place Knowledge</p> <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. Give reasons for similarities and differences between places, using geographical language and what they know Describe a place in terms of its economic development as well as other features. <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) Describe and understand types of settlements and land use – what is it like to live in Gloucestershire? 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. <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). Use compasses and maps to locate areas seen. Why might people want to visit Make detailed field sketches of the features of a location, labelling them with appropriate geographical words.
	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>	
	1. Where in the world are we? Use maps and globes to locate the geographical regions of the UK	Know the location of significant geographical places Costwold hills, Snowdonia, Penine Hills, The Lake District, Cornwall,	Arieal view – a view from above Birds eye view –a view from a high angle – as if seen from a bird in flight	(Cotswolds, Penines, Cornwall, Moors etc) what natural resources are there? Why might people want to visit?	
	2. What is it like in Gloucestershire? Use maps to look at the geographical physical features of the Glos. –	Know that Gloucestershire is on the Cotswold Hills, the River Severn runs through Gloucester and there is the Forest of Dean		Use maps to look at the geographical physical features of Glos. – hills, rivers, forests (focus in on Forest of Dean, Cotswold Hills and Severn Vale) Why might people want to visit?	
	3. What is it like to live in Gloucestershire? Use maps and digital resources to study the human aspects	There are large urban areas in Gloucestershire with rural areas on the hills and in the Forest of Dean. There are major roads, a river canals and a railway for transport and leisure.		Google maps showing Gloucestershire (satellite view) – settlements, land use, transport links	
4. Use compasses and maps to locate areas seen (compass points) Why might people want to visit? Make detailed field sketches of the features of a location, labelling them with appropriate geographical words.	Know the points on a compass and how to use a 6 digit reference point.		Fieldwork – trip to Haresfield Beacon – Gloucester city, River Severn, Forest of Dean, Malvern Hills, black mountains, Brecon Beacons		
Assessment:	Assessing sticky knowledge Children to present a flyer advertising Gloucestershire as a place to visit using key vocab and key knowledge				

Year	Knowledge				Skills	
Year 5 / Year 6 Year B Term 2	Focus: <u>Whould the Ancient Greeks recognise Greece now?</u> (short unit) <u>Enrichment:</u>				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate some countries in Europe using maps (Greek Islands) Locate key physical and human features in countries studied including significant environmental regions Describe how a locality has changed over time, giving examples of both human and physical features. <p>Place Knowledge</p> <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. Give reasons for similarities and differences between places, using geographical language and what they know Describe a place in terms of its economic development as well as other features. <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 (weather + coasts for holidays) Explain why a settlement and community has grown in a particular location (cities on coast) <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. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links. 	
	National curriculum Knowledge <ul style="list-style-type: none"> ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards: <u>Comparative study Human and Physical Geography Key Stage 3</u>					
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>			<u>Resources</u>
	1. Where in the world are the Greek Islands? Use maps and globes to locate the geographical regions of the UK	Know the location of different countries in Europe and their capital city				what natural resources are there? Why might people want to visit?
	2. What is it like in Greece? Use maps to look at the geographical physical features of the Islands	Greece is made up of many Islands – (over 6,000) some are uninhabited (name the major islands and their city) Know the main physical features of Greece (compare with UK)	Uninhabited – people do not live there			Use maps to look at the geographical physical features of the Greece – hills, mountains, coasts, rivers, forests - Why might people want to visit?
3. What is it like to live in Greece now? Use maps and digital resources to study the human aspects	The islands are an important part of the Greek economy, with fishing, agriculture, and tourism being major industries.	Google maps showing Greek Islands (satellite view) what would be different from Ancient times? – settlements, land use, transport links, tourism				
Assessment: Comparative study – how has Greece changed ? How is it different in Greece to UK?	Assessing sticky knowledge Children to present a flyer advertising Greece as a place to visit using key vocab and key knowledge Many of the Greek islands are popular tourist destinations due to their beautiful beaches, crystal clear waters, and rich cultural heritage					

Year	Knowledge				Skills	
Year 5 / Year 6 Year B Term 3 & 4	Focus: <u>Where in the World was the Shang Dynasty?</u> (Link to History) <u>Enrichment:</u>				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate major cities of the countries studied (China) Locate key physical and human features in countries studied including significant environmental regions Describe how a locality has changed over time, giving examples of both human and physical features. Use digital resources to look at distribution of natural resources (food, energy, water, minerals) <p>Place Knowledge</p> <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. Describe a place in terms of its economic development as well as other features. <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 Describe and understand types of settlements and land use Explain why a settlement and community has grown in a particular location (Yellow River crossing – trade routes) <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. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links. 	
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		Where in the world is China? Name and locate the continents and oceans	China is the fourth largest country in the world by area. It lies in the Northern Hemisphere in the continent of Asia. It is the most populous country in the world and the major language is Mandarin Chinese. The capital city is Beijing. It has a population of nearly 21 million.	Northern hemisphere – the area north of the equator		
		What are the physical and human features of China? Identify human and physical features of a non-European country.	Around a third of the country is mountainous, which includes Mount Everest. China also consists of Asia's largest rivers such as The Yangtze and The Yellow Rivers, plateaus, deserts, and forests. China also has a very long coastline.			
		Use maps and globes to locate China and where the Shang Dynasty was located.	The Shang Dynasty was located in China next to the Yellow River.			Shang Dynasty - KS2 History - BBC Bitesize
	Use maps and digital resources to understand why the city was built next to a river What natural resources were available to the people of the Shang dynasty	Know the location of the Shang Dynasty Know why the main city was built next to the Yellow river		Shang Dynasty - KS2 History - BBC Bitesize		
	Assessment: Comparative study – China is different to the UK?	Assessing sticky knowledge Double page spread giving key facts and vocab about China – its location, human and physical features, natural resources				

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Year 5 / Year 6 Year B Term 6	Focus: What is it like to live in the Rockies? (Mountains) Enrichment: <u>National curriculum Knowledge</u> ✓ Locational Knowledge ✓ Human and Physical Knowledge Contributing towards: Comparative study Human and Physical Geography Key Stage 3	<u>Locational Knowledge</u> <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 Locate key physical and human features in countries studied including significant environmental regions (Mountain ranges) Use maps to show the distribution of the worlds climate zones, biomes and vegetation belts Use longitude and Latitude when referencing location in an atlas or a globe. 																												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Objective</th> <th style="width: 30%;">Sticky Knowledge</th> <th style="width: 20%;">Key Vocabulary</th> <th style="width: 35%;">Resources</th> </tr> </thead> <tbody> <tr> <td>Know the location of the main mountain ranges around the world and name these mountains Use maps and digital resources to describe to location of some mountains around the world (Latitude and longitude references)</td> <td>Name and locate the main mountain ranges on each continent – the Himalayas in Asia, the tallest mountain range in the world the Andes in South America, the longest range on land in the world the Alps in Europe the Urals, a natural border between Europe and Asia the Rocky Mountains, the longest range in North America the Atlas mountains in North Africa</td> <td>Mountain range – a group pf mountains together</td> <td>Digital resources Explore mountains - BBC Bitesize</td> </tr> <tr> <td>How are mountains formed?</td> <td>The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. This is how the mountains of the Himalayas in Asia were formed.</td> <td>Tectonic plates – the Earths top layer which is split into pieces</td> <td>Explore mountains - BBC Bitesize</td> </tr> <tr> <td>Where are the Rockies and what is it like there?</td> <td>The Rockies are a mountain range in North America. The Rockies have a highland climate Climate depends on the height above sea level – the higher it gets the colder it is</td> <td>Highland climate – wet, cold winters, warm dry summers.</td> <td>Many natural resources are there including Gold</td> </tr> <tr> <td>Why do people visit the Rockies?</td> <td>People visit the Rockies for wildlife viewing, skiing, hiking, climbing, sightseeing, mountain biking or cultural activities</td> <td>Cultural activities - learning about the history and culture of a place</td> <td></td> </tr> <tr> <td>Why are mountain ranges sparsely populated?</td> <td>Mountains are a difficult place to live however, some people like to live there for the stunning scenery, privacy and connection to nature.</td> <td></td> <td>Discuss why mountains would be hard to live on and use – altitude – thinner air, inaccessibility, harsh climate, vegetation, natural hazards</td> </tr> <tr> <td>Assessment: Comparative study –</td> <td colspan="3">Assessing sticky knowledge Double page spread / information flyer about the Rocky Mountain Range giving key facts and vocab – its location, human and physical features, natural resources</td> </tr> </tbody> </table>	Objective	Sticky Knowledge	Key Vocabulary	Resources	Know the location of the main mountain ranges around the world and name these mountains Use maps and digital resources to describe to location of some mountains around the world (Latitude and longitude references)	Name and locate the main mountain ranges on each continent – the Himalayas in Asia , the tallest mountain range in the world the Andes in South America, the longest range on land in the world the Alps in Europe the Urals, a natural border between Europe and Asia the Rocky Mountains, the longest range in North America the Atlas mountains in North Africa	Mountain range – a group pf mountains together	Digital resources Explore mountains - BBC Bitesize	How are mountains formed?	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