**Geography Whole School Progression of Knowledge**

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| **YEAR ONE** | | | | | | | | |
| **Context** | **Weather and Climate** | | | **Netherthorpe** | | | | **United Kingdom** |
| **Vocabulary/Significant Knowledge** | Time, month, season, order, winter, spring, summer, autumn, weather, rain, sunshine, wind, lightening, fog, temperature, positive, negative. | | | Urban, rural, settlements, human features (eg, bus stop, post box, café, house, office, petrol station, playground, newsagent, shop), physical features, (eg, woods, river, hill, sea, mountain, beach, cliff, lake). | | | | Map, England, Scotland, Wales, Northern Ireland, Europe, world, country, capital, London, Edinburgh, Cardiff, Belfast, Union Jack, features, physical, human, nature, |
| **Enquiry Questions** | How is the year organised into months and seasons?  What are the differences between the seasons?  How can I show what season I am in?  How do people dress for different kinds of weather?  How can I tell the weather’s story?  How does the weather affect peoples work? | | | Is Netherthorpe a rural and urban area?  What features are in the school grounds?  Which human features are in the local area?  Which human features are in the local area?  What symbols can we use in map work?  Can you create a map of Netherthorpe? | | | | What is the United Kingdom?  Where can I find out about the United Kingdom?  What are the UK Countries like?  What are the capital cities like?  What do I know about a country in the UK? |
| **Locational**  **Knowledge** |  | | | * Name and locate a local town and understand how some places are linked to other places e.g. roads, trains. * Locate Netherthorpe on a simple map. | | | | * Name and locate a local town and understand how some places are linked to other places e.g. roads, trains. * Name, locate the world’s seven continents and five oceans. * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. * Name, locate and identify characteristics of the seas surrounding the United Kingdom. |
| **Place Knowledge** |  | | |  | | | |  |
| **Human And Physical Skills** | * Describe and identify Seasonal and daily weather patterns and changes in the UK. * 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. * Identify how weather affects the environment. * Explain how weather affects jobs. * Identify, observe and describe human and physical features:   Eg, seasons and weather | | | * Identify, observe and describe human and physical features:   Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | | | | * Describe the characteristics of the capital cities and the 4 countries of the UK. * Identify, observe and describe human and physical features:   Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |
| **Geographical Skills and Fieldwork** | * Ask simple geographical questions e.g. What is it like to live in this place? * Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment. | | | * Ask simple geographical questions e.g. What is it like to live in this place? * Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment. * Use and make simple maps and plans of the local area. * Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. * Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | | | | * Ask simple geographical questions e.g. What is it like to live in this place? * Use and make simple maps and plans of the local area. * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. * Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. |
| **YEAR TWO** | | | | | | | | |
| **Context** | **Continents, Oceans and our home countries.** | | | **Hot and cold places** | | | | **Zambia** |
| **Vocabulary/Significant Knowledge** | Map, village, town, city, county, country, continent, world, land, location, ocean, North, South, East, West, physical, human, features, | | | Weather, hot, cold, world, Equator, temperature, Arctic, Antarctica, North Pole, South Pole, hot desert, rainforest, ice berg, sand dunes, nomad, rain, river, adapt, environment, habitat. | | | | Zambia, features, physical, human,  Building, map, office, route, street  Symbol, crop, farm, flood, market  Waterfall, wildlife, eastern,  Northern, southern, western. |
| **Enquiry Questions** | Where in the world am I?  Where are the worlds continents?  Where are the worlds oceans?  How can I show the continents and oceans on a map?  What are the main features of each continent?  What is special about each continent?  Which continent is my home country in? | | | Where are the world hot and cold places?  What is it like in the worlds hot and cold places?  Where can I find out about a hot or cold place? (Antarctica)  How do animals adapt to hot and cold places?  What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place?  How can I describe what it is like in a hot or cold place? | | | | What are the human and physical features like in Zambia?  Where is Mugurameno and what would you like to learn about it?  Do we use rivers near us in the same way as the Mugurameno people?  Do we eat the same food as the Mugurameno villagers?  How do the people protect themselves and their homes from wild animals?  What is daily life like in the village? |
| **Locational**  **Knowledge** | * Name, locate the world’s seven continents and five oceans. | | | * Locate hot and cold areas of the world in relation to the equator. * Locate the Equator and North and South Poles on a map or globe. | | | | * Name and locate a local town and understand how some places are linked to other places e.g. roads, trains. * Locate the Equator and North and South Poles on a map or globe. |
| **Place Knowledge** |  | | | * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non European country. | | | | * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non European country. |
| **Human And Physical Skills** | * Identify, observe and describe human and physical features:   Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | | | * 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. * Identify, observe and describe human and physical features:   Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | | | | * Identify, observe and describe human and physical features:   Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |
| **Geographical Skills and Fieldwork** | * Ask simple geographical questions e.g. What is it like to live in this place? * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. * Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. * Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. | | | * Ask simple geographical questions e.g. What is it like to live in this place? * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. * Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. * Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | | | | * Ask simple geographical questions e.g. What is it like to live in this place? * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. * Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. * Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. |
| **YEAR THREE** | | | | | | | | |
| **Context** | **Climate Zones** | | **North America** | | | | **Rio and South East Brazil** | |
| **Vocabulary/Significant Knowledge** | Climate, weather, latitude, Equator, hemisphere, axis, sphere, season, temperate, tropical, temperature, precipitation, Mediterranean, arid, polar. | | The Caribbean, Central America, Denali, Great Lakes, latitude, longitude, Mississipi River, Northern Hemisphere, Western Hemisphere, Canada, Mexico, state, glacier, habitat, mountain range, national park, wilderness, wildlife, Cascades, eruption. | | | | Cerro Aconcagagua, Sao Paulo, Lake Titicaca, La Paz, Northern hemisphere, Southern hemisphere, Ushuaia, Brasilia, latitude, longitude, time zone, tropical, population, culture, favela, recreation, region, trade, export, manufacturing, mining, port, tourism, trade, culture, development, Olympic games, recreation. | |
| **Enquiry Questions** | Why does a place’s location in the world affect its climate?  What on earth is a climate zone?  How is the climate in the UK different from that in the tropics?  How does the climate vary around the world?  What is the weather like on a typical day for places in different climate zones?  What is special about each climate zone? | | Where is North America and what is it like?  Where and what is the United States of America?  What are the Rockies like?  What happened when Mount St Helens erupted?  Which US state would I like to live in and why?  How does New York compare with Sheffield? | | | | Where is South America and what is it like?  What time is it in different parts of South America?  How does Brazil compare with my country?  What’s special about Rio de Janeiro?  How is my life linked to south-east Brazil?  Were the 2016 Olympic Games good for Brazil? | |
| **Locational**  **Knowledge** | * Locate different climate zones around the world. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify the position and significance of the Arctic and Antarctic Circle. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Locate the Amazon River, the world’s rainforests, the Amazon, | | * Demonstrate knowledge of features about places around them and beyond the UK. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Name and locate the USA, North America, South America and the countries within using longitude and latitude. * Name and locate some of the capital cities in North America and South America. * Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night) and compare differences between locations in South America and the UK | | | | * Locate different climate zones around the world. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Name and locate the USA, North America, South America and the countries within using longitude and latitude. * Name and locate some of the capital cities in North America and South America. * Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night) and compare differences between locations in South America and the UK | |
| **Place Knowledge** | * Recognise there are similarities and differences between places. * Understand why there are similarities and differences between places | | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places | | | | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places | |
| **Human And Physical Skills** | * Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. * Identify, observe, compare and contrast and describe human and physical features. * Explore weather patterns around parts of the world. | | * Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. | | | | * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. * Describe how people have been affected by changes in the environment. | |
| **Geographical Skills and Fieldwork** | * Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. * Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. | | * Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. * Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. | | | | * Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. * Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. | |
| **YEAR FOUR** | | | | | | | | |
| **Context** | **Rivers** | | **South America – The Rainforest** | | | | **South America – The Amazon** | |
| **Vocabulary/Significant Knowledge** | Water cycle, evaporation, precipitation, condensation, overland flow, mouth, channel, hydro-electric power, crops, transporting, recreational, source, mouth, meander, tributary, v shaped valley, water fall, ox bow lake, dam, irrigation, continent, country, 5 Sheffield rivers (Don, Loxley, Porter, Sheaf, Meersbrook) | | Rainforest, equator, Congo, continent, Amazon, forest floor, understory, emergent, canopy, logging, tribe, biome, okapi, Aka people, nomadic, hunter-gatherer, deforestation, indigenous, fell, ecosystem, farming, oxygen, carbon dioxide, fertile, Manaus, biodiversity | | | | Amazon Basin, Bolivia, Brazil, Ecuador, equatorial, Peru, tributary, Tropic of Capricorn, Venezuela, access, biodiverse, biome, ecosystem, food chain, humidity, river basin, charity, deforestation, photosynthesis, poverty, capital, state, trade, urban, volume, agriculture, latitude, longitude, ,manufacturing, rural. | |
| **Enquiry Questions** | What is a river?  What is special about Sheffield?  How do people use rivers?  What journeys do rivers make?  How do people change rivers?  How can I find out about the world’s longest river? | | Where are the world’s rainforests?  What makes up a rainforest?  What are the main features of a rainforest?  What is the Congo rainforest like?  Why are the rainforests being cut?  Why does the Amazon Rainforest matter so much? | | | | Where is the Amazon?  Why does the Amazon matter?  Why does the Amazon need to be protected?  What is it like in a rainforest city?  How does the Amazon Basin compare with other places we have studied?  What do I know about the Amazon basin? | |
| **Locational**  **Knowledge** | * Demonstrate knowledge of features about places around them and beyond the UK. | | * Locate different climate zones around the world. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify the position and significance of the Arctic and Antarctic Circle. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Name and locate the USA, North America, South America and the countries within using longitude and latitude. * Name and locate some of the capital cities in North America and South America. * Locate the Amazon River, the world’s rainforests, the Amazon, * Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night) and compare differences between locations in South America and the UK | | | | * Locate different climate zones around the world. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify the position and significance of the Arctic and Antarctic Circle. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Name and locate the USA, North America, South America and the countries within using longitude and latitude. * Name and locate some of the capital cities in North America and South America. * Locate the Amazon River, the world’s rainforests, the Amazon, * Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night) and compare differences between locations in South America and the UK | |
| **Place Knowledge** | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other | | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places | | | | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places. | |
| **Human And Physical Skills** | * Explain about weather conditions/ patterns around the UK and parts of Europe. * Identify physical and human features of the locality eg, rivers, water cycle, * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. * Describe how people have been affected by changes in the environment. | | * Explain about weather conditions/ patterns around the UK and parts of Europe. * Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. * Describe how people have been affected by changes in the environment. * Explore weather patterns around parts of the world. | | | | * Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. * Describe how people have been affected by changes in the environment. * Explore weather patterns around parts of the world. | |
| **Geographical Skills and Fieldwork** | * Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? * Use fieldwork instruments and make more detailed fieldwork sketches/diagrams. * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * Recognise that different people hold different views about an issue and begin to understand some reasons why. * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. * Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. | | * Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? * Use fieldwork instruments and make more detailed fieldwork sketches/diagrams. * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * Recognise that different people hold different views about an issue and begin to understand some reasons why. * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. * Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. | | | | * Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * Recognise that different people hold different views about an issue and begin to understand some reasons why. * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. * Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. | |
| **YEAR FIVE** | | | | | | | | |
| **Context** | **Mountains** | **Volcanoes and Earthquakes** | | | | **Greece – Athens** | | |
| **Vocabulary/Significant Knowledge** | Mountain, summit, landform, hill, mountain range, plates, fold, mantle, slope, valley, fault-block, volcanoes, dome, climate, avalanche, Equator, Three Peaks Challenge, environment, Himalayas, terracing, mountaineers, region, Mamtor, Ben Nevis, Scaffel Pike, Snowdon. | Volcano, plates, tectonic, core, mantle, crust, boundaries, magma, ash cloud, lava, central vent, eruption, continent, tectonic plates, map, Europe, North America, Pacific Ring of Fire, effect, human, features, map, drill. | | | | Europe, Athens, Mediterranean, temperate, civilisation, leisure, Mediterranean Sea, resort, tourism, border, Greece, migrant, refugee, Syria, agriculture, coastal, industrial, residential, rural, urban, wilderness, Parthenon, Peloponnese, Piraeus, port, Acropolis, coastal, pollution. | | |
| **Enquiry Questions** | What is a mountain?  How are mountains made?  What is it like on a mountain? (Mamtor)  What are the UK’s highest mountains like? (3 Peak challenge)  What is it like in the XXXX?  What can I find out about the worlds highest mountains? | What lies beneath the surface of the Earth?  What happens when the Earth’s plates meet?  What goes on inside a volcano?  What can we learn from some famous earthquakes?  What can I find out about real volcanoes?  How do earth quakes affect people and places?  What help do people need before and after an earthquake?  What could you do if an earthquake happened?  What happens when a volcano erupts?  What would it be like to live near a volcano? | | | | Where is Europe and what are its countries like?  Where is Europe and what are its countries like?  Why would you visit the Mediterranean?  Why are migrants coming to Greece?  What is the landscape of Greece like today?  Where would you visit in Athens?  How does everyday life in Athens compare with that in other places? | | |
| **Locational**  **Knowledge** | * Locate the worlds seven summits. * Name and locate the worlds highest mountains and the mountain ranges they are part of. | * Name and locate volcanoes on a map. * Name and locate the Earths plates and label them on a map. * Name and locate where famous Earthquakes have occurred. * 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). | | | | * Name and locate countries in Europe and their major cities, environmental regions and their key topographical features. * Know about the wider context of places e.g. county, region. * . * 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. * 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** | * Know about the wider context of places – region, country. * Understand geographical similarities and differences through the study of human and physical geography of a region, eg, types of settlement and land use, economic activity   including trade links, and the distribution of natural resources  including energy, food, minerals. | * Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. | | | | * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places. * Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. | | |
| **Human And Physical Skills** | * Describe and understand key aspects of physical geography, including mountains. * Describe and understand 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. | * Know about changes to world environments over time. * Understand why people seek to manage and sustain their environment. Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). * Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Describe and understand 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 | | | | * Understand weather patterns around the world and relate these to climate zones. * Understand how humans affect the environment over time. * Know about changes to world environments over time. * Understand why people seek to manage and sustain their environment. Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). * Describe and understand 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 | | |
| **Geographical Skills and Fieldwork** | * Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries, describe features studied and to support decision making about the location of places e.g. new bypass. * Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordinance Survey Maps) to build their knowledge of the United Kingdom and the wider world. * Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. | * Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries, describe features studied and to support decision making about the location of places e.g. new bypass. * Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordinance Survey Maps) to build their knowledge of the United Kingdom and the wider world. * Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. | | | | * Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries, describe features studied and to support decision making about the location of places e.g. new bypass. * Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordinance Survey Maps) to build their knowledge of the United Kingdom and the wider world. * Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. | | |
| **YEAR SIX** | | | | | | | | |
| **Context** | **United Kingdom** | | | | **Netherthorpe, Sheffield and Derbyshire** | | | |
| **Vocabulary/Significant Knowledge** | Countries, physical, human, landmark, region, city, capital city, country, physical features, human features, mountain range, river, coastline, land use, landscape, industry, National Park, retail, farming, manufacturing, tourism, finance. | | | | Region, local area, region, aerial image, physical features, human features, physical features, connected, culture and leisure, technology, environment, transport, North, South, East, West, bodies of water, boundaries, scale, map, population, need, land use, | | | |
| **Enquiry Questions** | What is unique about each of the UK’s countries?  Where do people live in the UK?  What are the main physical features of the UK?  How do human activities affect the UK’s landscapes?  What work do people in the UK do?  How can the UK manage its energy needs? | | | | How do my local area and my region fit into the wider world?  Can I identify and locate the main features of my region?  How might our region meet people’s needs?  Field work – Is this a place fit for people?  How can I create a needs map of the place I visited?  How does our region meet people’s needs? | | | |
| **Locational**  **Knowledge** | * Name and locate the local area in relation to Sheffield. * Understand how the land use in the local area has changed over time. * 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. * Know about the wider context of places e.g. county, region. | | | | * Name and locate the local area in relation to Sheffield. * Understand how the land use in the local area has changed over time. | | | |
| **Place Knowledge** | * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places. * Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. | | | | * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places. * Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. | | | |
| **Human And Physical Skills** | * Know about the physical features of coasts and begin to understand erosion and deposition. * Understand how humans affect the environment over time. * Know about changes to world environments over time. * Understand why people seek to manage and sustain their environment. Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). * Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Describe and understand 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 | | | | * Understand how humans affect the environment over time. * Know about changes to world environments over time. * Understand why people seek to manage and sustain their environment. Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). * Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Describe and understand 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 | | | |
| **Geographical Skills and Fieldwork** | * Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries, describe features studied and to support decision making about the location of places e.g. new bypass. * Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordinance Survey Maps) to build their knowledge of the United Kingdom and the wider world. * Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. | | | | * Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries, describe features studied and to support decision making about the location of places e.g. new bypass. * Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordinance Survey Maps) to build their knowledge of the United Kingdom and the wider world. * Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. | | | |