**Y5 Geography Whole School Progression of Knowledge and Skills**

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| **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.
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* 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).
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| **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 resourcesincluding 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.
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| **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
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| **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.
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