

Curriculum Skills and Progression Map Geography



Key Concepts:

Space

Place

Scale

Physical processes

Human processes

	Locational knowledge	Knowledge of places	Human and Physical geographical knowledge	Using maps
Relevant ELG	ELG: The natural world - Explore the natural world around them, making observations and drawing pictures of animals		ELG: People, culture and communities - Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps	
			ELG: The natural world - Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.	
Vocabulary:	<p>-To have a basic knowledge of where they live - their road name, that we live in Southport which is in England. Topic - Marvellous Me</p> <p>-Go on a walk around the school building - locate the Trim Trail, playground, EY garden, field and forest. Topic: Going on a Journey.</p> <p>-Familiar locations around the school - lollipop man, forest school forest, Meols Cop bridge, train station, Southport beach, pier, Marine Lake. Ongoing through all topics.</p>	<p>-To know the names of some countries around the world linked to their families or interests. Topic - Going on a Journey, Minibeasts and Under the Sea.</p> <p>-That the Earth has land which is split into continents, which is divided by water. These form the seas and they have different names - Atlantic, Pacific, Arctic, Mediterranean for example. Link to examples during the topic "Under the Sea".</p> <p>-That the climate can be different countries - look at the ice in north and south pole, the hot deserts and look at animals that live in these climates - use vocab linked to weather - hot, humid, wet, windy, freezing. Topic - Going on a Journey</p>	<p>Human Features: Roads, school, houses, shops, bridge, railway</p> <p>Physical features: Forest, trees, beach, sea, lake</p> <p>Use words related to the weather - rain, windy, cloudy, sunny, foggy, stormy, cold, freezing, hot.</p>	<p>To look at some maps from a birds eye view, eg in the story "What the ladybird heard". Positional and directional words - compass, north, south, east and west, next to, above, behind, above.</p> <p>Locate Southport on Google Earth.</p>

Ks1 readiness objectives	<ul style="list-style-type: none"> • Know where they live • Know how they travel to school 	<ul style="list-style-type: none"> • Talk about some of the differences they notice when they are in different places • Talk about places when looking at books and watching tv/videos • Talking about places they have been to • Talk about places in stories • Using language that relates to place 	<ul style="list-style-type: none"> • Recognise elements of their environment that are manmade and natural 	<ul style="list-style-type: none"> • Make maps from stories • Follow simple maps in play
Adaptive practice	<ul style="list-style-type: none"> • Visual learning • The use of multisensory approaches • The use of real-life experiences (using the school grounds/ local area if possible) • Continuous provision opportunities to follow whole class teaching (with a mix of guided and independent) • Expose pupils to a vocabulary rich environment • Pre-teach of ideas to pupils with EAL/ speech of language • Cross curricular opportunities/ stories with topic links to extend discussions 			

<p>Programmes of study</p> <p>Year 1 / Year 2 / both</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - name and 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 and its surrounding seas Place knowledge - understand 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 - 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 - 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 (has an awareness of) - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork (has an awareness of) - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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 Geography (apply this independently) - 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 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<p>Progression objectives</p>	
<p>The UK and the local area <i>(Locational knowledge - place, space and scale)</i></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Develop knowledge of the human and physical geography of a small area of the United Kingdom. (Southport) (Formby)</p>
<p>The world and the continents <i>(Locational knowledge - place, space and scale)</i></p>	<p>Name and locate the world's seven continents and five oceans.</p>
<p>Human Themes <i>(physical and human processes Environment, change, sustainability, interdependence)</i></p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (has an awareness of) (can use accurately)</p>

<p>Physical Themes (physical and human processes Environment, change, sustainability, interdependence)</p>	<p>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</p> <p>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. (has an awareness of) (can use accurately)</p>
<p>Understanding places and making connections (Place knowledge, place cultural awareness cultural diversity)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (Southport) (Formby)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. (Southport and Sydney) (Formby and Beijing)</p>
<p>Map and Atlas Work (Geographical skills and fieldwork, space, scale)</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. (apply this independently)</p>
<p>Fieldwork and Investigation (Geographical skills and fieldwork, space, scale)</p>	<p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
<p>Assessment opportunities</p>	<p>Fast learning- Y1 The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (E.g. Using information about where Paddington has visited in UK, locate them on a map.)</p> <p>Fast learning- Y2 (Y2 should also rewind the Y1 fast learning) The child can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.)</p> <p>Teaching and learning- Y1</p> <ul style="list-style-type: none"> • The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. • The child can know about the local area, and name and locate key landmarks. (E.g. Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.) • The child can recognise a natural environment and describe it using key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.) • The child can describe a journey on a map of the local area using simple compass directions and locational and directional language. (E.g. After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language)

- The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. (E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.)
- The child can describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; to explain why they wish to visit this place, mentioning its physical and human characteristics.)
- The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map. (E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.)

Teaching and learning- Y2

- The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. (E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)
- The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or a weather forecast to answer these questions. Make comparisons with the weather in your area.)
- The child can describe a journey on a map of the local area using simple compass directions and locational and directional language. (E.g. After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language)
- The child can make observations about, and describe, the local area and its physical and human geography. (E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics.)
- The child can describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; to explain why they wish to visit this place, mentioning its physical and human characteristics.)
- The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card. Using two of the cities, draw two differences and two similarities to the area in which you live.)
- The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. (E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.)

Vocabulary

YEAR 1

Locational knowledge United Kingdom England Wales Scotland Northern Ireland London Cardiff Edinburgh Belfast English Channel North Sea Irish Sea Atlantic Ocean country capital city location

Place knowledge Southport Australia Sydney Sydney Opera House

Human and Physical Geography - season weather weather patterns town city village factory farm house office port harbour shop beach cliff coast forest hill mountain sea ocean river soil valley vegetation

Fieldwork skills fieldwork research map atlas globe landmark key route near far left right directions

YEAR 2

Locational knowledge Asia Africa North America South America Antarctica Europe Australasia Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean continent ocean
Place knowledge Formby China Beijing Great Wall of China
Human and Physical Geography equator North Pole South Pole town city village factory farm house office port harbour Shop beach cliff coast forest hill mountain sea ocean river soil valley vegetation
Fieldwork research map atlas globe landmark key route compass North South East West

Adaptive practice	<u>Cognition and learning</u>	<u>Social, emotional and mental health</u>	<u>Sensory and physical</u>	<u>Speech, language, communication and interaction</u>	<u>EAL</u>
	<p>Pre-teaching of skills and vocabulary</p> <p>Key vocabulary displayed on the working wall</p> <p>Consistent rewind of previous learning (focusing on key skills eg compass points and key knowledge such as continents and oceans)</p> <p>Knowledge organisers/ worksheets adapted to avoid cognitive overload (eg only a map of the continents/ oceans labelled as their knowledge organiser)</p> <p>Ensure working walls are effective, relevant and not overfilled to create cognitive overload</p> <p>Use of visuals (eg fieldwork visual flashcards/ images of human/ physical</p>	<p>Social stories before any trips/ learning outside of the classroom (Y2- getting on a train)</p> <p>Ensure children who may struggle with change are outlined on the risk assessment and staff are briefed about individual needs</p>	<p>The use of a multi-sensory approach where possible (using the school grounds to teach fieldwork/ map skills)</p> <p>Use of technology</p> <p>Different methods of recording</p> <p>Subtitles switched on when watching a video if possible</p> <p>The use of buff or coloured paper for sheets</p> <p>Overlays available for atlas work</p> <p>Large maps of Southport to be used in continuous provision</p>	<p>Word wheel used to pre-teach and rewind key concepts/ vocabulary (only introducing one at a time until secure)</p> <p>Allow for talk partner time to rehearse answers/ organise thoughts</p>	<p>Pre-teaching of key vocabulary</p> <p>Use of visuals (eg images of human/ physical features alongside key words)</p> <p>Word mats</p> <p>Extensive modelling</p> <p>Provide opportunities for cross-curricular links to consolidate learning (eg significant people in History- rewinding continents/ discussion of which oceans would be crossed to get to where Rosa Parks lived)</p> <p>Consistent rewind of previous learning</p>

	features alongside key words) Resources in front of children rather than having to look at the board				
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<p>Programmes of study</p> <p>Year 3 and 4</p> <p>Year 3 / Year 4 / both</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 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 • 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 • understand 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 • describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 - Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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.
<p>Progression objectives</p>	
<p>The UK and the local area <i>(Locational knowledge - place, space and scale)</i></p>	<p>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. (rewind in Y4 through fast learning)</p>
<p>The world and the continents <i>(Locational knowledge - place, space and scale)</i></p>	<p>Locate the world's countries, focusing on Europe, North America and South America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). and South America.</p>
<p>Human Themes</p>	

<i>(physical and human processes Environment, change, sustainability, interdependence)</i>	Describe and understand key aspects of human geography, including: types of settlement and land use. (has an awareness of) (shows developed understanding)
Physical Themes <i>(physical and human processes Environment, change, sustainability, interdependence)</i>	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle
Understanding places and making connections <i>(Place knowledge, place cultural awareness cultural diversity)</i>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. (Crosby) (Ambleside) Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. (Amazon Rainforest) (Formby) Establish an understanding of the interaction between physical and human processes.
Map and Atlas Work <i>(Geographical skills and fieldwork, space, scale)</i>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (has an awareness of) (can use independently) Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (has an awareness of) (can use independently)
Fieldwork and Investigation <i>(Geographical skills and fieldwork, space, scale)</i>	Use a range of methods including sketch maps, plans and graphs, and digital technologies. (developing skill) (establishing skill) Use fieldwork to observe, measure, record and present the human and physical features in the local area. (developing skill) (establishing skill)
Assessment opportunities	Fast learning- Y3 (Y3 should also rewind the KS1 fast learning) <ul style="list-style-type: none"> • The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west). • (Merseyside, Lancashire, Kent, Cumbria, Gwynedd, Cheshire, Norfolk, Suffolk, Devon, Cornwall, Yorkshire, Greater London, Lothian, Rutland, Glamorgan, Warwickshire, Antrim). • The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.) Fast learning- Y4 (Y4 should also rewind the Ks1 fast learning)

- Use a copy of a map of the British Isles and locate and label the main British Mountains - Snowden, Ben Nevis, Scafell Pike, Cairn Gorm, The Mourne mountains.
- The child can locate some countries in Europe and North and South America on a map or atlas. The child can relate continent, country, city.

Teaching and learning- Y3

- The child can locate and describe some human and physical characteristics of the UK.
- The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. (E.g. Prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome, and what it eats.)
- The child can understand how physical processes can cause hazards to people. The child can describe some advantages and disadvantages of living in hazard-prone areas.
- The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.
- The child can understand the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others. (E.g. Research given locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment.)
- The child can make a map of a short route with features in the correct order and in the correct places. The child can make a simple scale plan of a room. The child can present information gathered in fieldwork using simple graphs. The child can use the zoom function of a digital map to locate places.
- The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques.
- The child can describe and compare similarities and differences between some regions in Europe and North or South America. The child can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. (E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)

Teaching and learning- Y4

Year 4

- The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west). The child can locate and describe some human and physical characteristics of the UK
- The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a mountain environment in the UK, using appropriate

	<p>geographical vocabulary. The child can name some of the processes associated mountains. (E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)</p> <ul style="list-style-type: none"> • The child can understand how physical processes can cause hazards to people. The child can describe some advantages and disadvantages of living in hazard-prone areas. • The child can use a map or atlas to locate some countries and cities in Europe or North and South America. The child can use a map to locate some states of the USA. France – Paris Spain – Madrid Italy – Rome Russia – Moscow Germany – Berlin Ireland - Dublin Greece - Athens Portugal - Lisbon Poland-Warsaw Latvia – Riga USA - Washington DC/New York Australia – Sydney China - Beijing Brazil – Rio India – Mumbai Egypt – Cairo Mexico - Mexico City South Africa – Capetown • The child can understand the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others. (E.g. Research given locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment.) • The child can make a map of a short route with features in the correct order and in the correct places. The child can make a simple scale plan of a room. The child can present information gathered in fieldwork using simple graphs. The child can use the zoom function of a digital map to locate places. • The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques. • The child can use four-figure grid references. The child can give direction instructions up to eight compass points. The child can adeptly use large-scale maps outside. (E.g. Follow the span of a mountain. Identify human and physical features along the mountain and record these with grid references.) • The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)
<p>Vocabulary</p>	<p>YEAR 3</p> <p>Locational knowledge *Counties of the UK (as seen in FL) Equator Northern Hemisphere Southern Hemisphere Latitude Longitude Tropics of Cancer and Capricorn Arctic and Antarctic Circle Prime/ Greenwich Meridian Time Zones</p> <p>Place knowledge Crosby The Amazon Rainforest Brazil South America</p> <p>Human and Physical Geography - Climate Polar Temperate Arid Tropical Mediterranean Mountain Biomes Tundra Desert Rainforest Temperate Grassland vegetation belts emergent layer canopy understory layer forest floor habitats Conservation land-use environmental impact biodiversity organisms</p> <p>Fieldwork skills fieldwork research map atlas globe landmark key route compass North South East West North-West North-East South-West South-East observe measure record present findings</p>

	<p>YEAR 4 Locational knowledge *Counties of the UK (as seen in FL) High Sweden Bridge (hill) Mountains Scafell Pike Ben Nevis Mourne Mountains Snowdon Carin Gorm Everest Mountain Ranges Rockies Sierra Madre Alps Andes Caucasus Himalayas Place knowledge Ambleside High Sweden Bridge (hill) Rockies USA Canada North America Human and physical geography mountain mountain range fold mountains dome mountains volcanic mountains plateau mountains fault-block mountains mountain features (peak, valley, face etc) tectonic plates natural disasters volcano volcanic eruption earthquake tsunami tourism economy settlement land-use environmental impact Fieldwork skills fieldwork research map atlas globe landmark key route ordnance survey maps grid reference four-point grid reference observe measure record present findings</p>				
Adaptive practice	<p><u>Cognition and learning</u></p>	<p><u>Social, emotional and mental health</u></p>	<p><u>Sensory and physical</u></p>	<p><u>Speech, language, communication and interaction</u></p>	<p><u>EAL</u></p>
	<p>Pre-teaching of skills and vocabulary</p> <p>Key vocabulary displayed on the working wall (longitude and latitude visuals)</p> <p>Consistent rewind of previous learning</p> <p>Knowledge organisers/ worksheets adapted to avoid cognitive overload (only layers of the rainforest or features of a mountain/ how they are formed)</p> <p>Ensure working walls are effective, relevant and not overfilled to create cognitive overload</p> <p>Use of visuals</p> <p>Resources in front of children rather than</p>	<p>Social stories before any trips/ learning outside of the classroom (getting on a train/ animal in Ambleside)</p> <p>Ensure children who may struggle with change are outlined on the risk assessment and staff are briefed about individual needs</p> <p>Y4 natural disasters unit- could be a trigger point for children- pre-teaching/ social stories may be needed</p>	<p>The use of a multi-sensory approach where possible (sensory area includes a rainforest and mountain small world)</p> <p>Use of technology</p> <p>Different methods of recording (drawing rainforest/ mountains rather than writing about them)</p> <p>Subtitles switched on when watching a video if possible</p> <p>The use of buff or coloured paper for sheets</p> <p>Overlays available for atlas work</p>	<p>Word wheel used to pre-teach and rewind key concepts/ vocabulary</p> <p>Allow for talk partner time to rehearse answers/ organise thoughts</p> <p>Learn through play where appropriate (sensory area includes a rainforest and mountain small world)</p>	<p>Pre-teaching of key vocabulary</p> <p>Use of visuals</p> <p>Word mats</p> <p>Extensive modelling</p> <p>Provide opportunities for cross-curricular links to consolidate learning (KS1-The Titanic/ reading comps linked to topics)</p> <p>Consistent rewind of previous learning</p>

	having to look at the board				
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<p>Programmes of study</p> <p>Year 5 and 6</p> <p>Year 5 / Year 6 / both</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 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 • 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 • understand 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 • describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 - Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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
<p>Progression objectives</p>	
<p>The UK and the local area <i>(Locational knowledge - place, space and scale)</i></p>	<p>Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. (develop understanding through rivers) (secure understanding through coasts)</p>
<p>The world and the continents <i>(Locational knowledge - place, space and scale)</i></p>	<p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). (began in Y3)</p>

Physical Themes <i>(physical and human processes Environment, change, sustainability, interdependence)</i>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. (began in Y4) (develop understanding through rivers) (secure understanding through coasts)</p>
Human Themes <i>(physical and human processes Environment, change, sustainability, interdependence)</i>	<p>Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (develop understanding through rivers) (secure understanding through coasts)</p>
Understanding places and making connections <i>(Place knowledge, place cultural awareness cultural diversity)</i>	<p>Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. (began in LKS2) (Bradshaw Brook) (Southport/Conwy)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. (began in LKS2)</p> <p>Deepen an understanding of the interaction between physical and human processes. (began in Y4) (securing understanding) (consolidating understanding)</p>
Map and Atlas Work <i>(Geographical skills and fieldwork, space, scale)</i>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
Fieldwork and Investigation <i>(Geographical skills and fieldwork, space, scale)</i>	<p>Use a range of methods including sketch maps, plans and graphs, and digital technologies. (began in LKS2) (securing skill) (consolidating skill)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area. (began in LKS2) (securing skill) (consolidating skill)</p>
Assessments	<p>Fast learning- Y5 (Y5 should also rewind the LKS2 fast learning)</p> <ul style="list-style-type: none"> The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world Rivers / coasts map based around a world map and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, and climate.) (UK rivers and world rivers) <p>Fast learning- Y6 (Y6 should also rewind the LKS2 fast learning)</p> <ul style="list-style-type: none"> The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental regions of Europe and North and South America.

Amazon – Brazil Nile - Egypt
Ganges – India Mississippi - USA
Rhine – Germany Danube - Germany/Austria/Hungary/Romania
Darling – Australia Yangste/Chiang Jiang – China
Wonders of the World

- Cities – Cardiff, Bristol, London, Liverpool, Manchester, Belfast, Glasgow, Birmingham, Edinburgh, Leeds

Teaching and learning- Y5

- The child can understand how climate and vegetation are connected to coasts/ivers. The child can describe what the climate of a region is like and how plants and animals are adapted to it. The child can understand how food production is influenced by climate.
- (E.g. Create a plant/ animal map considering coasts/ivers around the world.)
- The child can describe and understand a range of key physical processes and the resulting landscape features. The child can understand how rivers/coasts were formed.

Teaching and learning- Y6

- The child can use four-figure, and find six figure, grid references. The child can describe height and slope from a map. The child can read and compare map scales. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)
- The child can know and understand what life is like in cities and in villages and in a range of settlement sizes. The child can understand that products we use are imported as well as locally produced. The child can explain how the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from. (E.g. Consider the influence of coasts/ ivers have on producing energy.)

Teaching and learning- across both (rivers/ coasts)

- The child can locate and describe several physical environments in the UK, e.g. coastal and environments, and how they change. The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK. (E.g., Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest rivers/coasts in countries of UK.) as well as other categories the children develop on their own, e.g. tourism, population)
- The child can describe and understand a range of key physical processes and the resulting landscape features. The child can understand how rivers/coasts were formed.
- The child can understand how a region has changed and how it is different from another region of the UK.
- The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. (E.g. Design an app/webpage/leaflet for tourists)

- The child can explain some ways that rivers/coasts) are valuable and under threat from human activity. The child can understand how human activity is influenced by climate and weather. The child can understand hazards from physical environments such as droughts/erosion/pollution. The child can explain several threats to wildlife/habitats. (E.g. Make an animation to show why rivers/coasts are valuable and why it should be protected.)

Teaching and learning- across both (fieldwork)

- The child can make sketch maps of areas using symbols, a key and a scale. The child can use digital maps to investigate features of an area. The child can present information gathered in fieldwork using a range of graphs. (E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.)
- The child can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. (E.g. Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council.)

Vocabulary

YEAR 5

Locational knowledge *Countries and major cities of the world (as seen in FL) Rivers- UK Thames Mersey Severn Trent Clyde Bann Rivers- Worldwide Amazon Rhine Danube Nile Congo Murray Darling Mississippi Yangtze Volga Ganges

Place knowledge Bradshaw Brook River Rhine Amazon River The Amazon Rainforest

Human and Physical Geography - river stream the water cycle trade links import export natural resources (energy, food, minerals, water) tourism economy settlement land-use pollution vegetation belts waterfall valley meander mudflats oxbow lake port tributary mouth spring farming docks

Fieldwork skills fieldwork research map atlas globe landmark key route ordnance survey maps grid reference four-point grid reference observe measure record present findings

YEAR 6

Locational knowledge *Countries and major cities of the world (as seen in FL) Year 6 locational knowledge should recap previously taught KS2 objectives/ vocabulary

Place knowledge Southport Conwy Irish Sea

Human and physical geography coast erosion deposition coastal erosion waves beach coastline cliff cave sand dunes sea defence seawall landform landslide tourism economy settlement land-use trade links import export natural resources (energy, food, minerals, water) dock port

Fieldwork skills fieldwork research map atlas globe landmark key route ordnance survey maps grid reference six-point grid reference observe measure record present findings

Adaptive practice	<u>Cognition and learning</u>	<u>Social, emotional and mental health</u>	<u>Sensory and physical</u>	<u>Speech, language, communication and interaction</u>	<u>EAL</u>
	<p>Pre-teaching of skills and vocabulary</p> <p>Key vocabulary displayed on the working wall</p> <p>Consistent rewind of previous learning (Y3 look at the Amazon- links to Y5 rivers)</p> <p>Knowledge organisers/ worksheets adapted to avoid cognitive overload (possibly just look at features of rivers/ coasts and only include key vocab)</p> <p>Ensure working walls are effective, relevant and not overfilled to create cognitive overload</p> <p>Use of visuals</p> <p>Resources in front of children rather than having to look at the board</p>	<p>Social stories before any trips/ learning outside of the classroom (Y5- getting into the river- how deep etc)</p> <p>Ensure children who may struggle with change are outlined on the risk assessment and staff are briefed about individual needs</p>	<p>The use of a multi-sensory approach where possible (create tuff tray activities as follow ups to lessons on rivers/ coasts)</p> <p>Use of technology</p> <p>Different methods of recording</p> <p>Subtitles switched on when watching a video if possible</p> <p>The use of buff or coloured paper for sheets</p> <p>Overlays available for atlas work</p>	<p>Word wheel used to pre-teach and rewind key concepts/ vocabulary</p> <p>Allow for talk partner time to rehearse answers/ organise thoughts</p>	<p>Pre-teaching of key vocabulary</p> <p>Use of visuals</p> <p>Word mats</p> <p>Extensive modelling</p> <p>Provide opportunities for cross-curricular links to consolidate learning (link to reading comps/ Maya civilisation in History, show on maps and discussion about oceans we'd cross to get there/ RE links- countries of origin for the religions/ Y6 Conwy trip)</p> <p>Consistent rewind of previous learning (Y3 look at the Amazon- links to Y5 rivers)</p>