
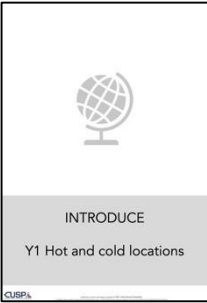



Geography- Progression map



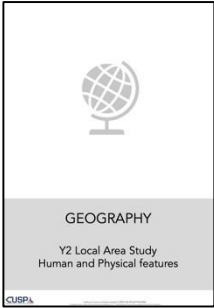
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1 Continents, Oceans, UK countries, capital cities and surrounding seas </p>	<p>LOCATIONAL KNOWLEDGE Location Order Connection</p>	<p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and (when appropriate) maps.</p> <p>ELG: The Natural World Exploring the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.</p>	<p>Continents: What are the 7 continents of the world?</p> <p>Oceans: What are the 5 oceans of the world?</p> <p>Remember: What are the 7 continents and 5 oceans of the world?</p> <p>Countries: What are the four countries of the United Kingdom?</p> <p>Capital Cities: What are the capital cities of the four kingdoms of the UK?</p> <p>Seas: What seas surround the UK?</p>	<p>vast</p> <p>azure</p> <p>rotated</p> <p>expanse</p>	<p>ocean</p> <p>continent</p> <p>polar</p> <p>atlas</p>
 <p>INTRODUCE Y1 Continents, Oceans, UK countries, capital cities and surrounding seas</p> <p>CUSPA</p>					

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<p>Y1</p> <p>This OPTIONAL REVISIT module can be used to sophisticate and elaborate upon existing knowledge.</p>	<p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location Order Connection</p>	<p>Y1: Introduce UK countries, capital cities, continents and oceans</p> <p>Y1: Revisit Revisit countries, capital cities, continents and oceans.</p>	<p>Continents and Oceans: Remember – name and find the 7 continents and 5 oceans of the world</p> <p>Hot and cold places: Where is the equator? Where is hot and where is cold on the Earth?</p> <p>Where are the North and South Poles? What are they like?</p> <p>Where can I find hot countries? What are they like?</p> <p>What I know about hot and cold places: Summary – where are hot and cold places of the world?</p> <p>Continuous Learning: Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy 	<p>location</p> <p>moist</p> <p>misty</p> <p>scorched</p> <p>freezing</p> <p>tropical</p>	<p>continent</p> <p>ocean</p> <p>polar</p> <p>equator</p> <p>temperature</p> <p>compass</p>


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1 Hot and cold locations</p> 	<p>HUMAN AND PHYSICAL GEOGRAPHY Location Environment Patterns</p>	<p>Y1: Introduce UK countries, capital cities, continents and oceans</p> <p>Y1: Revisit Revisit countries, capital cities, continents and oceans.</p>	<p>Continents and Oceans: Remember – name and find the 7 continents and 5 oceans of the world</p> <p>Hot and cold places: Where is the equator? Where is hot and where is cold on the Earth?</p> <p>Where are the North and South Poles? What are they like?</p> <p>Where can I find hot countries? What are they like?</p> <p>What I know about hot and cold places: Summary – where are hot and cold places of the world?</p> <p>Continuous Learning: Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy. 	<p>location</p> <p>moist</p> <p>misty</p> <p>scorched</p> <p>freezing</p> <p>tropical</p>	<p>continent</p> <p>ocean</p> <p>polar</p> <p>equator</p> <p>temperature</p> <p>compass</p>


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1 Fieldwork and mapping </p>  <p>INTRODUCE Y1 Mapping and fieldwork</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK Location Environment Patterns</p>	<p>Y1: Introduce UK countries, capital cities, continents and oceans</p> <p>Y1: Revisit Revisit countries, capital cities, continents and oceans.</p> <p>Y1: Hot and cold locations</p>	<p>Knowing What is a map?</p> <p>Place and space How do I make an imaginary map? We're going on a bear hunt</p> <p>What I know about hot and cold places: Summary – where are hot and cold places of the world?</p> <p>How do you show what a place is like? The Storm Whale</p> <p>Fieldwork How do I make a real map?</p>	<p>built</p> <p>human</p> <p>imaginary</p> <p>natural</p> <p>place</p> <p>space</p>	<p>aerial</p> <p>connected</p> <p>environment</p> <p>feature</p> <p>fieldwork</p> <p>location</p>

Grey = specific and practical opportunities for geographical skills and fieldwork

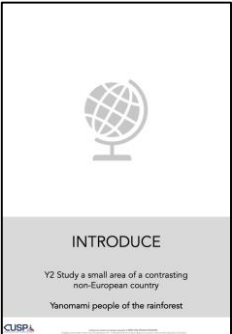
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2 Local Area Study Human and Physical Features </p> 	<p><u>HUMAN AND PHYSICAL</u> GEOGRAPHY Location, Order Environment, Culture Time, Pattern</p>	<p>EYFS: People, Culture and Communities</p> <p>EYFS: The Natural World</p> <p>Y1: Continents and oceans of the world, UK countries, capital cities and seas</p> <p>Y1: Hot and cold climates, including the equator</p> <p>Y1: Fieldwork and mapping</p>	<p>Human Features: What are human features?</p> <p>Physical Features: What are physical features?</p> <p>Local Area: What features does our local area have?</p>	<p>increase</p> <p>decrease</p> <p>align</p> <p>symbol</p> <p>observe</p> <p>sketch</p>	<p>aerial</p> <p>scale</p> <p>cardinal point</p> <p>valley</p> <p>port</p> <p>vegetation</p>

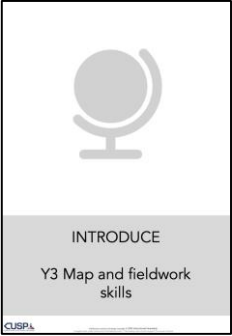
Grey = specific and practical opportunities for geographical skills and fieldwork

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2 Compare a small part of the UK and a contrasting non-European country London and Nairobi </p>	<p>PLACE KNOWLEDGE Location, Environment Culture, Connection</p>	<p>Y1: Continents and oceans of the world</p> <p>Y1: UK countries, capital cities and seas</p> <p>Y1: Hot and cold climates, including the equator</p> <p>Y2: Local fieldwork study</p>	<p>Europe United Kingdom Capital cities: Remember countries and capital cities of the UK.</p> <p>Africa Kenya and Nairobi: Where is the continent of Africa?</p> <p>Where is Kenya?</p> <p>What are the physical and human features?</p> <p>Where is Nairobi?</p> <p>Describe Nairobi.</p> <p>Compare the human and physical similarities and differences: How are London and Nairobi similar?</p> <p>How are London and Nairobi different?</p>	<p>urban</p> <p>sprawling</p> <p>contrast</p> <p>horizon</p> <p>inspiring</p> <p>breath-taking</p> <p>striking</p> <p>cityscape</p> <p>majestic</p> <p>spectacular</p> <p>colossal</p> <p>scenic</p>	<p>landmark</p> <p>country</p> <p>capital</p> <p>climate</p> <p>feature</p> <p>savanna</p>
 <p>INTRODUCE</p> <p>Y2 Compare a small part of the UK and a contrasting non-European country</p> <p>CLUSPA</p>					


Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 Fieldwork and map skills 	GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern, Similar	Y1: Our school Y1: Continents and oceans of the world and UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y2: Comparison study of small are and non-European location (UK and Kenya)	Fieldwork, mapping and position: How do we describe places? Fieldwork, mapping and symbols: What physical features does this place have? What human features does this place have? Mapping and drawing: Map keys: how can we show what a place is like? Sketch map: how can we show what a place is like? Summary: How does the scale of map tell us what the area around the school is like?	increase decrease align symbol observe sketch	aerial scale cardinal point valley port vegetation


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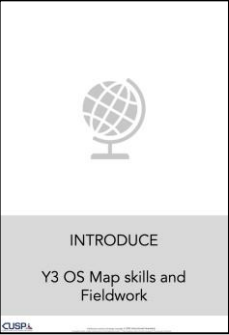
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2 Study a small area of a contrasting non-European country Yanomami people of the rainforest </p> 	<p>PLACE KNOWLEDGE Location, Environment Culture, Remoteness</p>	<p>Y1: Continents and oceans of the world and UK countries, capital cities and seas</p> <p>Y1: Hot and cold climates, including the equator</p> <p>Y2: Y2 local fieldwork study</p>	<p>Where? Where are the rainforests?</p> <p>What are they like?</p> <p>Who? How do the Yanomami people live?</p> <p>What is different? What is different about my location and the Yanomami?</p>	<p>remote</p> <p>isolated</p> <p>thrive</p> <p>magnificent</p>	<p>Stone Age</p> <p>indigenous</p> <p>sustainable</p> <p>eco-system</p>

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<p>Y3 Map and fieldwork skills Human and Physical Features </p> 	<p>GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity</p>	<p>Y1: Name and locate continents and oceans of the world and UK countries, capital cities and seas</p> <p>Y2: Y2 UK and non-European location study – London and Nairobi</p> <p>Y2: UK and non-European location study – Yanomami tribe</p> <p>Y2: Y2 local area fieldwork study</p>	<p>Compass: What are the eight points on the compass?</p> <p>Human and physical features: Where are the human and physical features in this place?</p> <p>Apply it: What physical features can you identify in the UK?</p>	<p>compass</p> <p>direction</p> <p>north</p> <p>east</p> <p>south</p> <p>west</p> <p>north-east</p> <p>south-east</p> <p>north-west</p> <p>south-west</p>	<p>cardinal</p> <p>intercardinal</p>


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<p>Y3 United Kingdom </p>  <p>INTRODUCE Y3 United Kingdom Study</p> <p>Study</p>	<p>LOCATIONAL KNOWLEDGE Location, Order Environment, Region Landscape</p>	<p>Y1: UK countries and capital cities Hot and cold location Map skills and fieldwork</p> <p>Y2: UK and non-European location study – London and Nairobi</p> <p>Y2: UK and non-European location study – Yanomami tribe</p> <p>Y2: Y2 local area fieldwork study</p>	<p>UK: What are the regions and countries in the UK?</p> <p>Name and locate cities and countries of the UK.</p> <p>Human and physical features: Identify geographical regions by physical and human landmarks of Scotland and England.</p> <p>Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.</p> <p>Geographical patterns and explanations: What are the topical patterns in the UK?</p> <p>What can I see hear?</p>	<p>extensive</p> <p>sophisticated</p> <p>settlement</p> <p>terrain</p> <p>wilderness</p> <p>barren</p>	<p>topography</p> <p>landmarks</p> <p>region</p> <p>country</p> <p>scale</p> <p>contour line</p>


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<p>Y3 Revisit UK Study including human and physical </p>  <p>REVISIT Y3 Revisit UK Study human and physical features</p> <p>features</p>	<p><u>HUMAN</u> AND PHYSICAL GEOGRAPHY Location, Culture Connection, Interdependence</p> <p><u>HUMAN</u> AND <u>PHYSICAL</u> GEOGRAPHY Location, Connection Process</p>	<p>Y1: UK countries and capital cities Hot and cold location Map skills and fieldwork</p> <p>Y2: Map skills and fieldwork - local area of the school</p> <p>Y2: UK and non-European location study – London and Nairobi</p> <p>Y2: UK and non-European location study – Yanomami tribe</p> <p>Y2: Y2 local area fieldwork study</p> <p>Y3: Map and fieldwork skills – compass</p> <p>Y3 UK countries and cities Geographical regions Human and Physical characteristics Topographical features</p>	<p>UK: What are the regions and countries in the UK?</p> <p>Name and locate cities and countries of the UK.</p> <p>Human and physical features: Identify geographical regions by physical and human landmarks of Scotland and England.</p> <p>Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.</p> <p>Geographical patterns and explanations: What are the topical patterns in the UK?</p> <p>What can I see hear?</p> <p>Summarise, present and explain regions, countries, cities and landmarks of the UK.</p>	<p>extensive</p> <p>sophisticated</p> <p>settlement</p> <p>terrain</p> <p>wilderness</p> <p>barren</p>	<p>topography</p> <p>landmarks</p> <p>region</p> <p>country</p> <p>scale</p> <p>contour line</p>


Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3 OS maps and </p>  <p>scale</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity</p>	<p>Y1:</p> <ul style="list-style-type: none"> • UK countries and capital cities • Hot and cold location • Map skills and fieldwork <p>Y2:</p> <ul style="list-style-type: none"> • Map skills and fieldwork - local area of the school • UK and non-European location study – London and Nairobi • UK and non-European location study – Yanomami tribe • Y2 local area fieldwork study <p>Y3:</p> <ul style="list-style-type: none"> • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features 	<p>Knowing</p> <p>What is an Ordnance Survey (OS) map?</p> <p>Large and small-scale maps</p> <p>How does scale change the way we describe a place?</p> <p>What's the area like just beyond the school?</p> <p>Maps of other places</p> <p>What's the area like beyond our region?</p>	<p>area</p> <p>cardinal</p> <p>historical</p> <p>landscape</p> <p>measuring</p> <p>solar</p>	<p>geographical</p> <p>key</p> <p>ordnance</p> <p>scale</p> <p>survey</p> <p>sustainable</p>


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<p>Y4 Rivers </p> 	<p>HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity Region, Landscape, System</p> <p>PLACE KNOWLEDGE Location, Environment, Pattern</p>	<p>Y2:</p> <ul style="list-style-type: none"> Map skills and fieldwork - local area of the school UK and non-European location study – London and Nairobi UK and non-European location study – Yanomami tribe Y2 local area fieldwork study <p>Y3:</p> <ul style="list-style-type: none"> Map and fieldwork skills – compass UK counties and cities Geographical regions Human and Physical characteristics Topographical features OS maps and scale 	<p>Features of a river: What are the features of a river?</p> <p>Local rivers: What is our local river?</p> <p>What feature can we see?</p> <p>Where did it come from and where does it flow?</p>	<p>raging</p> <p>tumble</p> <p>cascading</p> <p>precipice</p> <p>iconic</p> <p>turbulent</p>	<p>rivulet</p> <p>estuary</p> <p>flood plain</p> <p>tributary</p> <p>confluence</p> <p>channel</p>


Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4 Latitude and longitude </p>  <p>INTRODUCE Y4 Latitude and longitude</p>	<p>LOCATIONAL KNOWLEDGE Location, Position Diversity, Time</p>	<p>Y2:</p> <ul style="list-style-type: none"> • Map skills and fieldwork - local area of the school • UK and non-European location study – London and Nairobi • UK and non-European location study – Yanomami tribe • Y2 local area fieldwork study <p>Y3:</p> <ul style="list-style-type: none"> • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale <p>Y4: Rivers</p>	<p>Latitude and longitude: What are the lines of latitude?</p> <p>What are the lines of longitude?</p> <p>Location and physical features: How do lines of latitude and longitude tell us what the location is like?</p> <p>How can you find exact locations around the world?</p> <p>Time zones Day and night: What are the time zones and how do they affect us? How does day and night occur?</p>	<p>co-ordinate</p> <p>parallel</p> <p>determine</p> <p>circumnavigate</p> <p>constitutes</p> <p>straddle</p>	<p>latitude</p> <p>longitude</p> <p>horizontal</p> <p>vertical</p> <p>meridian</p> <p>equator</p>

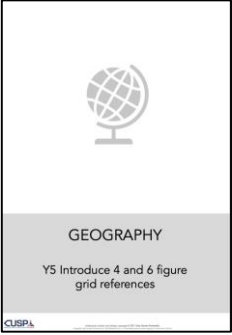
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4 Water cycle </p>  <p>INTRODUCE Y4 The water cycle</p> <p><small>CUSP%</small></p>	<p>HUMAN AND PHYSICAL GEOGRAPHY Environment, Connection Interaction, Landscape Process, Cycle</p>	<p>Y3 Science: plants</p> <p>Y3:</p> <ul style="list-style-type: none"> • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale <p>Y4:</p> <ul style="list-style-type: none"> • Rivers • Latitude and longitude 	<p>The process: What is the water cycle?</p> <p>The way it works: How does the water cycle work?</p> <p>The things that influence it: What affects the water cycle?</p>	<p>infiltrate</p> <p>sequence</p> <p>reoccurring (recurring)</p> <p>pollution</p> <p>consequence</p> <p>permeate</p>	<p>ground water</p> <p>precipitation</p> <p>condensation</p> <p>transpiration</p> <p>percolation</p> <p>evaporation</p>

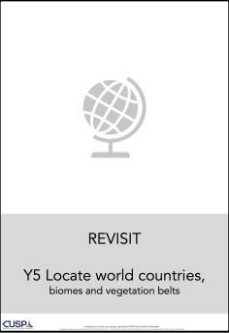
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<p>Y4 Rivers revisited </p> 	<p>PHYSICAL GEOGRAPHY Environment, Connection Interaction, Landscape Process, Cycle</p>	<p>Y3:</p> <ul style="list-style-type: none"> • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale <p>Y4:</p> <ul style="list-style-type: none"> • Rivers • Latitude and longitude • Water cycle 	<p>River features: Remember – what are the features of a river?</p> <p>River Study: Where is the river Nile and what features does it have?</p> <p>River Study: Where is the Amazon River and what features does it have??</p>	<p>raging</p> <p>tumble</p> <p>cascading</p> <p>precipice</p> <p>iconic</p> <p>turbulent</p>	<p>rivulet</p> <p>estuary</p> <p>flood plain</p> <p>tributary</p> <p>confluence</p> <p>channel</p>

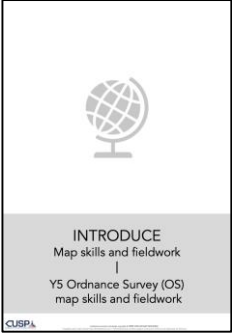
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<p>Y4 Map skills Environmental regions of Europe, Russia, North and South America </p> 	<p>GEOGRAPHICAL SKILLS AND FIELDWORK Location, Place, Scale, Proximity</p>	<p>Y3:</p> <ul style="list-style-type: none"> • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale <p>Y4:</p> <ul style="list-style-type: none"> • Rivers • Latitude and longitude • Water cycle • Revisit rivers 	<p>Define: What are environmental regions?</p> <p>Know, compare and contrast: Europe: what are the major environmental regions?</p> <p>Russia: what are the major environmental regions?</p> <p>North America: what are the major environmental regions?</p> <p>South America: what are the major environmental regions?</p> <p>Structured assessment task: Apply and show what you know.</p>	<p>arid</p> <p>bountiful</p> <p>locality</p> <p>major</p> <p>rapid</p> <p>vibrant</p>	<p>biome</p> <p>climate</p> <p>environmental</p> <p>equatorial</p> <p>Mediterranean</p> <p>tropic</p>

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Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5 World countries – biomes and vegetation belts </p>  <p>INTRODUCE</p> <p>Y5 Locate world countries, biomes and vegetation belts</p> <p><small>CUSP4</small></p>	<p>HUMAN AND PHYSICAL GEOGRAPHY Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Y3:</p> <ul style="list-style-type: none"> • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale <p>Y4:</p> <ul style="list-style-type: none"> • Rivers • Latitude and longitude • Water cycle • Revisit rivers 	<p>Major countries and cities: Where would you find the major countries of the world?</p> <p>Where would you find the major cities of the world?</p> <p>Biomes: What is a biome? (Environmental region)</p> <p>How do biomes change across the world?</p> <p>Human and physical features: What are the human characteristics that define Europe, North and South America?</p> <p>What are the physical characteristics that define Europe, North and South America?</p>	<p>arid</p> <p>fertile</p> <p>densely</p> <p>exceptional</p> <p>craggy</p> <p>scenery</p>	<p>continent</p> <p>latitudes</p> <p>longitude</p> <p>equator</p> <p>hemisphere</p> <p>biome</p>


Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5 4 and 6 figure grid references </p> 	<p>GEOGRAPHICAL SKILLS AND FIELDWORK Location Absolute position Scale Settlement</p>	<p>Y3:</p> <ul style="list-style-type: none"> • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale <p>Y4:</p> <ul style="list-style-type: none"> • Rivers • Latitude and longitude • Water cycle • Revisit rivers <p>Y5:</p> <ul style="list-style-type: none"> • World countries – biomes and vegetation belts 	<p>Finding locations: Why do we need latitude and longitude</p> <p>Finding locations precisely: What are 4 and 6 figure grid reference and how do we use them?</p> <p>Apply it: Use 4 and 6 figure grid references</p>	<p>horizontal</p> <p>vertical</p> <p>parallel</p> <p>arctic</p> <p>Antarctic</p>	<p>equator</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>poles</p> <p>meridian line</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5 Revisit World countries – biomes and</p>  <p>vegetation belts</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Y3:</p> <ul style="list-style-type: none"> Map and fieldwork skills – compass UK counties and cities Geographical regions Human and Physical characteristics Topographical features OS maps and scale <p>Y4:</p> <ul style="list-style-type: none"> Rivers Latitude and longitude Water cycle Revisit rivers <p>Y5:</p> <ul style="list-style-type: none"> World countries, biomes and vegetation belts 4 and 6 figure grid references Revisit World countries – biomes and vegetation belts 	<p>Major countries and cities: Where would you find the major countries of the world?</p> <p>Where would you find the major cities of the world?</p> <p>Biomes: What is a biome? (Environmental region)</p> <p>How do biomes change across the world?</p> <p>Human and physical features: What are the human characteristics that define Europe, North and South America?</p> <p>What are the physical characteristics that define Europe, North and South America?</p>	<p>arid</p> <p>fertile</p> <p>densely</p> <p>exceptional</p> <p>craggy</p> <p>scenery</p>	<p>continent</p> <p>latitudes longitude</p> <p>equator</p> <p>hemisphere</p> <p>biome</p>


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<p>Y5</p> <p> </p> <p>OS maps and fieldwork</p> <p> </p> 	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Y3:</p> <ul style="list-style-type: none"> • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale <p>Y4:</p> <ul style="list-style-type: none"> • Rivers • Latitude and longitude • Water cycle • Revisit rivers <p>Y5:</p> <ul style="list-style-type: none"> • World countries, biomes and vegetation belts • 4 and 6 figure grid references • Revisit World countries – biomes and vegetation belts 	<p>OS maps</p> <p>Remember: what are OS maps and how do we use them?</p> <p>Map skills and fieldwork</p> <p>What are four and six figure grid references?</p> <p>What are contour lines?</p> <p>What does the land look in my local area?</p> <p>What is the land like in a contrasting locality?</p> <p>Show what you know</p> <p>Structured Explanative Assessment Task.</p>	<p>contrast</p> <p>intersect</p> <p>slope</p> <p>solar farm</p> <p>turbine</p> <p>undulating</p>	<p>coordinates</p> <p>contour line</p> <p>eastings</p> <p>northings</p> <p>plateau</p> <p>terrain</p>

Grey = specific and practical opportunities for geographical skills and fieldwork

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<p>Y6 Physical processes: earthquakes, mountains and volcanoes </p> 	<p>HUMAN AND PHYSICAL GEOGRAPHY Time, Location, Process Connection, Environment System</p>	<p>Y4:</p> <ul style="list-style-type: none"> Rivers Latitude and longitude Water cycle Revisit rivers <p>Y5:</p> <ul style="list-style-type: none"> World countries, biomes and vegetation belts 4 and 6 figure grid references Revisit World countries – biomes and vegetation belts <p>Y6:</p> <ul style="list-style-type: none"> Comparison study – UK, Europe North or South America 	<p>The Earth's structure and tectonic plates: What makes up layers of planet Earth?</p> <p>What are tectonic plates and where do you find them?></p> <p>How do tectonic plates move and what happens when they meet or separate?</p> <p>How was the Lake District formed?</p> <p>Earthquakes: What causes an earthquake and what is the effect?</p> <p>Mountains: How are mountains formed?</p> <p>Volcanoes: How do volcanoes work?</p>	<p>viscous</p> <p>churning</p> <p>buckle</p> <p>disaster</p> <p>devastation</p> <p>magnitude</p>	<p>epicentre</p> <p>fissure</p> <p>dormant</p> <p>magma</p> <p>molten</p> <p>mantle</p>

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<p>Y6 Settlements and relationships </p> 	<p>HUMAN AND PHYSICAL GEOGRAPHY Location, Proximity Landscape, Interdependence Lived space</p> <p>PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness</p>	<p>Y4:</p> <ul style="list-style-type: none"> Rivers Latitude and longitude Water cycle Revisit rivers <p>Y5:</p> <ul style="list-style-type: none"> World countries, biomes and vegetation belts 4 and 6 figure grid references Revisit World countries – biomes and vegetation belts <p>Y6:</p> <ul style="list-style-type: none"> Comparison study – UK, Europe North or South America Physical processes: earthquakes, mountains and volcanoes 	<p>Settlements: What are settlements and where are they found?</p> <p>Settlement patterns: Do settlements have a pattern?</p> <p>People and economic patterns: Do people, their movement and economic activity have patterns</p>	<p>location</p> <p>resource</p> <p>distribute</p> <p>employ</p> <p>production</p> <p>consumption</p>	<p>trade</p> <p>economy</p> <p>navigable</p> <p>lowland</p> <p>migrant</p> <p>refugee</p>

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<p>Y6 Comparison study – UK, Europe North or South America </p>	<p>PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness</p>	<p>Y4:</p> <ul style="list-style-type: none"> • Rivers • Latitude and longitude • Water cycle • Revisit rivers <p>Y5:</p> <ul style="list-style-type: none"> • World countries, biomes and vegetation belts • 4 and 6 figure grid references • Revisit World countries – biomes and vegetation belts 	<p>United Kingdom: Where is the Lake District?</p> <p>How was the Lake District formed?</p> <p>Europe: Poland: where can you find the Tetra mountains?</p> <p>What are the Tetra mountains like?</p> <p>North America: The Caribbean and Jamaica: what do we know?</p> <p>What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?</p>	<p>equivalent</p> <p>contrast</p> <p>erosion</p> <p>inhospitable</p> <p>moderately</p> <p>prosper</p>	<p>orogeny</p> <p>glaciation</p> <p>temperate</p> <p>tectonic</p> <p>summit</p> <p>altitude</p>

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<p>Y6 Orienteering </p> 	<p>GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity</p>	<p>Y4:</p> <ul style="list-style-type: none"> Rivers Latitude and longitude Water cycle Revisit rivers <p>Y5:</p> <ul style="list-style-type: none"> World countries, biomes and vegetation belts 4 and 6 figure grid references Revisit World countries – biomes and vegetation belts <p>Y6:</p> <ul style="list-style-type: none"> Physical processes: earthquakes, mountains and volcanoes Comparison study – UK, Europe North or South America 	<p>Remember</p> <p>What are 4 and 6 figure grid references? How do we use them?</p> <p>Introduction to orienteering</p> <p>What is orienteering? How do I orientate a map?</p> <p>How do I navigate a simple <u>indoor</u> course using controls?</p> <p>Outdoor orienteering courses</p> <p>How do I navigate a simple course <u>outdoors</u> with controls?</p> <p>Motala: how do I navigate multiple outdoor courses using controls?</p> <p>How do I plan and set up an orienteering course?</p>	<p>aerial</p> <p>appreciate</p> <p>coniferous</p> <p>distinctive</p> <p>participant</p> <p>randomised</p>	<p>checkpoint</p> <p>control</p> <p>legend</p> <p>navigate</p> <p>orientate</p> <p>orienteering</p>

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