



A

## Geography Progression

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our Local Area (Geography)	The Great Fire of London (History)	Weather (Geography)	Plants (Science)	Animals and Humans (Science)	The 1960's (History)
Enquiry Question	What's in my local area?		Why is it important to be able to use a compass?			
Locational Knowledge Skills	Children will begin to explore the wider world on a globe and look to identify the UK on a world map.  They will begin to retrieve knowledge around the 4 countries that make up the UK and the seas that surround.  Children will start to discuss what landmarks would be in given locations on a map with teacher support		Children will begin to recognise and identify the 4 countries that make up the UK.  They will begin to explore the characteristics of the 4 countries.  They will gain an understanding around the fact that the UK is an island surrounded by seas.			
National Curriculum Objectives	1a) name and locate the world's seven continents and five oceans		1a) name and locate the world's seven continents and five oceans 1b) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			
Place Knowledge			To verbally give similarities and differences between our local area (Killingworth) and Blyth beach. (Using sources and fieldwork)			



National Curriculum Objective			<b>2a)</b> 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			
<b>Human and Physical Geography</b>	Children during their fieldwork will explore physical and human aspects of the local area. They will use the school cameras to record this.		Discussion with the children about the local area and what they understand a physical landmark to be... beach, cliff... Lots of examples provided and shown the children to consolidate this learning.  Children to begin to use the correct geographical vocabulary for description.  Within Science children will explore the weather throughout seasons and weather patterns.			
National Curriculum Objective	<b>3b)</b> use basic geographical vocabulary to refer to: <b>3bi)</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>3bii)</b> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<b>3a)</b> 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  <b>3b)</b> use basic geographical vocabulary to refer to: <b>3bi)</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,			



## Geography Progression

			soil, valley, vegetation, season and weather			
<b>Geographical Skills and Fieldwork</b>	<p>Children will use templates to draw a map of Killingworth using logos and labels, with the support of google earth.</p> <p>Children will explore their local area and walk to local landmarks e.g. lake, park, shops.</p> <p>Children will begin to locate places on photographs and begin to draw simple plans using shapes for representation.</p>		<p>Children to gain an understanding of directional language (N, S, E, W) and follow given instructions to move in these directions.</p> <p>Children will then apply this knowledge to the location of UK countries. Children will also explore a compass and how they are used for direction, developing their directional language.</p> <p>Children will continue to apply this into their school ground area.</p>			
<b>National Curriculum Objectives</b>	<p><b>4c)</b> 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><b>4d)</b> 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><b>4a)</b> 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><b>4b)</b> 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</p>			
<b>Visits</b>	Walk around the local area.					



## Geography Progression

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>The World (Geography)</b>	<b>George Stephenson (History)</b>	<b>Comparison of the UK with China (Geography)</b>	<b>History of Flight (History)</b>	<b>A study of the Artist Andy Goldsworthy (English/Art)</b>	<b>The Coast (Geography)</b>
<b>Enquiry Question</b>	Where do I live?		How does our local area differ from Beijing?			What are the different landscapes along the coast?
<b>Locational Knowledge Skills</b>	Children will identify where the UK is on a world map and locate the 4 countries, alongside learning the capital cities. Children will name the world's 7 continents and 5 oceans.  Children will retrieve knowledge around the characteristics of the 4 countries.		Children will retrieve knowledge of locating continents and identifying the UK and then move onto also locating China on a world map, with support. Of these two countries the children will then look at the capital cities for both of these countries. Exploring what a capital city is.			Children will revisit the labelling of oceans and expand to seas using an atlas.
<b>National Curriculum Objectives</b>	<b>1a) name and locate the world's seven continents and five oceans 1b) name, locate and identify characteristics of the four countries and capital cities of the United</b>		<b>1a) name and locate the world's seven continents and five oceans</b>			<b>1a) name and locate the world's seven continents and five oceans</b>



## Geography Progression

	Kingdom and its surrounding seas					
Place Knowledge			<p>Children will discuss what is similar and different between the UK and China. Expanding on local areas within year 1. Children to explore size difference, weather patterns, food, clothing, beliefs, homes, families, languages, festivals and celebrations.</p> <p>We are trying to create connections with a Beijin school to complete further comparisons and have as a pen pal.</p> <p>Children will focus in closer to the capital cities; London and Beijin, using image sources to compare aspects of features such as transport, and life style.</p>			
National Curriculum Objective			<p><b>2a)</b> 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</p>			



## Geography Progression

<b>Human and Physical Geography</b>	<p>Children will continue to explore key terminology like climate and be able to identify hot and cold areas of the world, through an understanding of the equator and hemispheres.</p> <p>Children will expand this knowledge and their knowledge of weather by exploring how weather is different across different seasons.</p>		<p>Children will look at both the UK and China and look to see which cities have coasts, where the mountains are... They will use knowledge learnt from year 1 to be able to do this. (physical geography)</p> <p>Children to explore daily weather patterns and compare between China and UK.</p>			<p>Children to understand what human and physical features are. Using coastal images, children will begin to categorise elements into categories.</p> <p>A strong focus around the understanding of human features is this is the first time the children are properly coming across this term.</p> <p>Children will build on their geographical vocabulary throughout the topic and during the fieldwork trip – harbour, port, and village.</p> <p>During their fieldwork trip, children will identify key human and physical features for the environment.</p>
<b>National Curriculum Objective</b>	<p><b>3a)</b> 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><b>3b)</b> use basic geographical vocabulary to refer to:</p>		<p><b>3a)</b> 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><b>3b)</b> use basic geographical vocabulary to refer to:</p> <p><b>3bi)</b> key physical features,</p>			<p><b>3b)</b> use basic geographical vocabulary to refer to:</p> <p><b>3bi)</b> key physical features,</p> <p><b>3bii)</b> key human features,</p>



A

## Geography Progression

	<p><b>3bi)</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>		<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b>3bii)</b> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>			<p>including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<b>Geographical Skills and Fieldwork</b>	With support, children will use world maps and atlases to identify the location of the UK and continents and oceans. Children will apply their knowledge and understanding of the world map to use as a prop to verbally present a weather report.		<p>Children will use an atlas to locate China and make size comparisons with the UK. – building an understanding of scale.</p> <p>Children will begin to use digi maps to look at the local area and identify landmarks and features.</p>			<p>Children will build an understanding around map symbols, what they look like and why they are necessary. Digi maps will be used to support this along with school resource boxes.</p> <p>Children to build on their knowledge of directional language on a compass. Children to follow directions for N, E, S, W.</p> <p>Using aerial photographs to support with the understanding of human and physical features.</p> <p>Fieldwork trip to Newbiggin- by – the – sea. Children to create their own map to show their route for the day, using landmarks</p>



A

## Geography Progression

						and OS map symbols.
<b>National Curriculum Objectives</b>	<b>4a)</b> 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		4a) 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 4c) 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			<b>4a)</b> 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 <b>4b)</b> 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 <b>4c)</b> 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 <b>4d)</b> 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.
<b>Visits</b>			Trip to China town			Trip to Newbiggin by the sea



## Geography Progression

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age (History)	The Arctic (Geography)	Plants (Science)	The Romans (History)	Comparing Lakes (Geography)	Forces and Magnets (English/DT)
Enquiry Question		What do you know about the Arctic and Antarctic?			Are all lakes the same?	
Locational Knowledge Skills		<p>As part of a disciplinary skills lesson and to assess and build children's knowledge of atlas work, children will locate and name the continents, main countries in Europe and capital cities.</p> <p>Children will, with support, begin to independently use google maps and digi maps to identify locations of the Arctic and Antarctica and begin to use key geographical terms to describe the location.</p>			<p>Retrieval of the four countries, which make up the UK. Explore the differences between a country and a county. Using this knowledge apply directional language to find given places.</p> <p>Children will begin an exploration into the lakes being manmade and explore what the land was before the lakes were made, teacher support.</p>	
National Curriculum Objectives		<p>1a) locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>			<p>1b) name and locate counties and cities of the United Kingdom, geographical regions and their identifying human</p>	



## Geography Progression

		<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>1c)</b> 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)</p>			<p>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</p>	
<b>Place Knowledge</b>		<p>Children will continue to use sources to explain similarities and differences between the UK and the Arctic / Antarctic. Diagrams used to support.</p>			<p>Children to compare two locations within the UK. Similarities and differences between two different lakes, both of which are manmade. Children can compare scale and human and physical features and activities you can do around the lakes. – supported through fieldwork.</p> <p>*Use of digital imagery to support this.</p> <p>Children will also explore a science link looking at habitats.</p>	
<b>National Curriculum Objective</b>		<p><b>2a)</b> understand geographical similarities and differences through the study of human and physical</p>			<p><b>2a)</b> understand geographical similarities and differences through</p>	



## Geography Progression

		<p>geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>			<p>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</p>	
<b>Human and Physical Geography</b>		<p>Children to retrieve knowledge they have learnt about the weather to support their explanations and understanding around the climate within the Arctic/Antarctica.</p> <p>Children to begin using keys on maps to support their definitions about climate.</p> <p>Children to explore villages of Greenland and discuss differences they can see between us and there. /How are the houses built? Children to begin exploring ideas supported with some evidence around why people would decide to settle in this type of area.</p>			<p>Children to use maps and images to discuss the physical features of both lakes.</p> <p>Children will also explore bodies of water and what are the characteristics of each water type. Oceans, seas, rivers, lakes, reservoirs. Building on knowledge learnt in ks1.</p> <p>Children will then compare the land use around both lakes.</p>	
<b>National Curriculum Objective</b>		<p>Describe and understand key aspects of:</p> <p><b>3c) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</b></p>			<p>Describe and understand key aspects of:</p> <p><b>3c) human geography, including: types of settlement and land use, economic activity</b></p>	



A

## Geography Progression

		resources including energy, food, minerals and water			including trade links, and the distribution of natural resources including energy, food, minerals and water	
<b>Geographical Skills and Fieldwork</b>		<p>Children to begin independently using an atlas to locate countries within the Arctic circle.</p> <p>Children to learn about grid referencing and understand the route taken by Robert Falcon Scott, to mark this out with 2/4 figure grid referencing links.</p>			<p>Children will explore using compass directions involving 8 points, when exploring maps of Killingworth and Bolam Lake. (Digi maps).</p> <p>During trips to both of these locations' children will gather data around the land use from observations, sketch and create maps of the area.</p>	
<b>National Curriculum Objectives</b>		<p><b>4a)</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>4b)</b> use the eight points of a compass, <b>four</b> 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</p>			<p><b>4a)</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>4b)</b> use the eight points of a compass, <b>four</b> 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</p>	



A

happy place to learn

## Geography Progression

					<p><b>4c)</b> 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>	
<b>Visits</b>					Trip around Killingworth Lake and an additional trip around Bolam Lake.	



YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ancient Egypt (History)	Narnia (English/Geography)	Anglo Saxons and Vikings (History)	Mountains and Rivers (Geography)	Rainforests (Geography)	
Enquiry Question		How can maps help us know where we are going?		Where do rivers begin and end?	How do rainforests differ from other climate zones?	
Locational Knowledge Skills				Using an atlas children will locate the longest rivers and highest mountains located in the 4 countries which make up the UK.	Children will locate where rainforests are on a map. Children to explore typically the area / position in which they fall into, using key geographical terminology.	
National Curriculum Objectives				1b) 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	1a) 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 1c) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of	



## Geography Progression

					<b>Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</b>
<b>Place Knowledge</b>				<i>Set up experiment to gather rainfall to convert into data for Summer 2</i>	To explore similarities and differences in the amount of rainfall. This data will start to be gathered at the end of Spring 2 unit when the children have explored the water cycle and the data from our local area will be compared to precipitation within a rainforest. Children will present their findings in different ways. Fieldwork link.
<b>National Curriculum Objective</b>					<b>2a) 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</b>
<b>Human and Physical Geography</b>		Using the book of Narnia (from their English focus), children will explore different types of land use and		Name and locate key topographical features of mountains and rivers. Children explore the source of rivers and why the source	Children will begin to identify different climate zones around the world to then focus in on the climate zones in rainforest



## Geography Progression

		<p>settlement areas. This is completed in an interactive way for the children to explore the most efficient way to get away from the White Witch and also where would be a safe place to settle.</p>		<p>is located within a mountain. They will then apply this knowledge to understand the water cycle (links with science)</p>	<p>locations. Identify the countries within these climate zones where rainforests are found. Describe how different climate zones affect human settlement and land use.</p>
<b>National Curriculum Objective</b>		<p>3c) 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</p>		<p>Describe and understand key aspects of: 3b) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, <b>and the water cycle</b></p>	<p>Describe and understand key aspects of: 3b) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 3c) 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</p>
<b>Geographical Skills and Fieldwork</b>		<p>Children will build and retrieve knowledge around 8 points of a compass to locate areas on a 'fantasy' map. To use symbols and keys</p>		<p>Use maps, atlases and digital maps to locate rivers and mountains using the correct symbols.  <i>Set up fieldwork data</i></p>	<p>Children to use a range of maps, atlases, globes and digital/computer mapping (Google Earth/ digital maps) to locate countries, regions and cities and explore</p>



## Geography Progression

		when exploring maps. Know the eight points of a compass and use these to describe places. They will use 4 figure grid reference to locate places on a map.		gathering experiment for summer 2.	maps which show climate zones and land use. Children to use fieldwork to describe, observe and record the precipitation in the local area using a range of methods, including graphs, and data gathering.
<b>National Curriculum Objectives</b>		4b) 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		4a) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	4a) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 4c) 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.
<b>Visits</b>					



## Geography Progression

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Anvient Greeks (History)	Space (Science)	Natural Disasters (Geography)	The River Tyne (History/ Geography)	Lakes and Mountains (Geography)	Crime and Punishment (History)
Enquiry Question			How does the structure of the Earth cause natural disasters?	How and why has the River Tyne changed?	What is life like in the Alps?	
Locational Knowledge Skills			To locate which countries are part of the ring of fire and to locate active and dormant volcanos around the world. Children to provide explanations around why this area has so many volcanos.	Children to draw on previous knowledge of the local area and towns and cities throughout this unit.  Children to identify the source of the River Tyne based on knowledge from year 4.	Children to locate countries within Europe including Russia on a map. Children to use the atlases to understand how many different countries the Alps stretch across. Children should be confidently using geographical terminology to describe the position of countries. Eg hemisphere and draw connections such as the Alps are in the Northern hemisphere like the UK.  Children will learn how to explore scale using an atlas to calculate the distance between the UK and the Alps.  Children to locate more specific places within the UK such as the location of the Lake District on a map using digital	



## Geography Progression

					technology.	
<b>National Curriculum Objectives</b>			<p><b>1a)</b> 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><b>1c)</b> 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)</p>	<p><b>1b)</b> 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</p>	<p><b>1a)</b> 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><b>1b)</b> 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</p> <p><b>1c)</b> 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)</p>	
<b>Place Knowledge</b>			Children to compare and find differences, with clear explanations between houses within the UK and	Children will use maps to compare and describe human and geographical similarities between the Quayside then	Children to focus in on a capital city within the Alps-Innsbruck, Austria. To compare against a town within the lake	



## Geography Progression

			houses located where earthquakes are common for example Japan.	and now. Links with human and physical features.	district – Keswick. Explore similarities and differences between, land use, mountain formation and the four main characteristics. Children to complete their own research for this.	
<b>National Curriculum Objective</b>			<b>2a) 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</b>	<b>2a) 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</b>	<b>2a) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom to a region in a European country</b>	
<b>Human and Physical Geography</b>			Children to gain an understanding of the Earths structure and its elements to be able to understand natural disasters. – Significance of world tectonic plates.  Children will be able to identify, label and describe the structure of a volcano and ensure correct terminology.  Children to explore how earthquakes happen, how they are measured and to read seismographs.  Children to explore and	Children to use sources and research to learn about the significance of Shipbuilding on the Tyne and what items were imported and exported using this river to/from the rest of the world.  To build on their knowledge of rivers from year 4 and use key terminology when describing the River Tyne.  Cross curricular link with DT to explore how the bridges across the Tyne move to allow transport of goods to happen.	Children to learn how mountain ranges are formed retrieving knowledge from their 'Lurking Dangers' topic around tectonic plates..  Children will research the physical features of both Innsbruck and Keswick.  Children will also explore the human features of both areas, exploring how built up the area is within each location and justify reasons around this.  Both above points will focus around tourism.	Children to continue using



## Geography Progression

			describe how settlements are adapted to withstand earthquakes.		maps and keys to explain the climate within an area, but also begin to use maps and keys to explore biomes and vegetation.	
<b>National Curriculum Objective</b>			<p>Describe and understand key aspects of:</p> <p><b>3b) physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes and earthquakes</b>, and the water cycle</p> <p><b>3c) human geography, including:</b> types of settlement and <b>land use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Describe and understand key aspects of:</p> <p><b>3b) physical geography, including:</b> climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, <b>volcanoes</b> and <b>earthquakes</b>, and the water cycle</p> <p><b>3c) human geography, including:</b> types of settlement and <b>land use</b>, <b>economic activity including trade links</b>, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Describe and understand key aspects of:</p> <p><b>3b) physical geography, including:</b> climate zones, biomes and vegetation belts, <b>rivers</b>, <b>mountains</b>, <b>volcanoes</b> and <b>earthquakes</b>, and the water cycle</p> <p><b>3c) human geography, including:</b> types of settlement and <b>land use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	
<b>Geographical Skills and Fieldwork</b>			<p>Children independently use maps, globes and atlases to observe where the tectonic plates are in the world.</p> <p>Children to develop their knowledge around grid referencing and begin to look at 4 (6 as a challenge) figure grid reference and why this is</p>	<p>To widen their use of maps and digital maps to follow the River Tyne and explore imports and exports.</p> <p>Children to use fieldwork to describe, observe and record the human and physical features within the local area. Children will sketch landmarks, plot routes, sketch maps and include ordinance survey</p>	<p>Children to use, maps, atlases, digi maps and images to explore the region of the Lake District and the Alps. Children will draw conclusions around scale, climate and land use.</p> <p>(Additional images of the lake district to be taken by children who go on the residential trip)</p>	



A

happy place to learn Geography Progression

			necessary.	symbols on their map.		
<b>National Curriculum Objectives</b>			<b>4a)</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>4b)</b> 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	<b>4a)</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>4c)</b> 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.	<b>4a)</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
<b>Visits/Visitors</b>				Trip to the Discovery Museum – Walk along to the River Tyne (following created map) and to the Baltic viewing platform.	Links made for children who visited High Borrans – Photo and video evidence for those who did not.	



YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>A turning point in WW2 History (History)</b>	<b>Electrical Circuits (Science)</b>	<b>Comparison of the UK and South America (English/Geography)</b>	<b>Ancient Kingdom of Benin (History)</b>		<b>Global Geography (Geography)</b>
<b>Enquiry Question</b>			<b>How does a South American country differ from a European country?</b>			<b>What connects countries around the globe?</b>
<b>Locational Knowledge Skills</b>			<p>Children to independently identify a range of countries and describe their location in relation to the northern and southern hemisphere. Strong focus on use of correct terminology.</p> <p>With a main focus on the continent of South America, children's knowledge will be extended on adjacent countries, continents, tropics and major rivers. (Links to our characteristics).</p> <p>Children to recap the location of main countries on a world map.</p>		<p>Children will continue to use their knowledge of atlases to locate countries around the world as they will focus on a range of countries throughout this topic. Including the use of key geographical language to discuss where countries are located.</p> <p>Spain – Canada – Australia – Kenya – China.</p> <p>Children will gain an understanding of countries having different time zones (including day and night) across the above countries. They will explore how these time zones differ with the amount of day light hours.</p>	



## Geography Progression

<b>National Curriculum Objectives</b>			<p>1a) 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>1c) 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)</p>		<p>1a) 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>1c) 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)</p>
<b>Place Knowledge</b>			Children to complete research to build an in-depth profile to contrast South America to the UK and describe the human and geographical similarities.		Children to make detailed comparisons on coast lines between Druridge Bay and Spain – Costa Brava. Children to retrieve knowledge from KS1 topics to help support this and progress.
<b>National Curriculum Objective</b>			<p>2a) 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</p>		<p>2a) 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</p>
<b>Human and Physical Geography</b>			To expand on their knowledge of trade and applying this to another country – imports and		Children will continue to learn and understand the key aspects of climate zones, biomes and vegetation belts, this time across Australia.



## Geography Progression

			<p>exports – around South America and be able to explain fully the importance of this.</p> <p>Children to complete an in-depth study around human and physical features of the UK and South America to compare.</p> <p>(Draw on previous learning from previous year groups)</p>		<p>Children will also describe the distribution of natural resources including energy, food, minerals and water across a range of countries.</p> <p>Children will build on what they have learnt about trade in year 5 and begin to explore this on a wider scale looking at trade in China and how the factory conditions are in this country.</p>
<b>National Curriculum Objective</b>			<p>Describe and understand key aspects of:</p> <p>3c) human geography, including: types of settlement and land use, <b>economic activity including trade links</b>, and the distribution of natural resources including energy, food, minerals and water</p>		<p>Describe and understand key aspects of:</p> <p><b>3b) physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>3c) human geography</b>, including: types of settlement and land use, <b>economic activity including trade links</b>, and the distribution of natural resources including energy, food, minerals and water</p>
<b>Geographical Skills and Fieldwork</b>			<p>Children to recap OS map symbols from previous year groups to ensure they can correctly identify each symbol.</p> <p>Children to consolidate their knowledge around 4 and 6 figure grid references, including the use of latitude and longitude and apply this skill to OS maps and then continue to apply this to their own drawn maps.</p> <p>Children to consolidate</p>		<p>Children will continue to demonstrate their use of maps, atlases and digital mapping skills to support them in locating countries throughout this topic independently.</p>



A

## Geography Progression

			<p>directional language using a compass.</p> <p>Independent use of atlases to label South American countries as well as the tropics, equator and Andes.</p> <p>Use of Google maps and digital maps to focus in on Brazil.</p>		
<b>National Curriculum Objectives</b>			<p><b>4a)</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>4b)</b> 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</p>		<p><b>4a)</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<b>Visits</b>					